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ABSTRACT

Nine presentations are included in these proceedings: "Industries' Perception of Preparation of Marketing Teacher Education for Jobs in the Business World" (Thomas Allen); "Projecting the Need for Secondary Marketing Educators in Northeast Ohio to the Year 2000" (Patrick O'Connor); "Marketing Education: A Survey of State Supervisors Concerning Program Size, Growth, and Teaching Assignments" (Jerry Moorman); "Identification of Perceived Challenges of Secondary Indiana Marketing Education Teachers: Application of the Nominal Group Technique" (Rodney Davis); "Illinois Secondary Marketing Education Teachers' Perceived Needs for Inservice Education" (Ralph Wray); "Microcomputer Literacy of Marketing Education, Business Education, and Business Students" (Michael Littman); "The Teachers of Marketing Education Teachers" (Richard Lynch, Lillie Anderton); "The Marketing Education Program in Florida: Its Effectiveness in Placing Program Completers" (Wally Holmes, Ronald Dearden); and "The Successful Secondary Marketing Teacher: Implications for Marketing Teacher Education" (Nancy Ruff). (NLA)

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INTRODUCTION

The National Research Conference for Marketing Education is the outgrowth of many discussions by marketing teacher educators attending annual professional meetings. The marketing teacher-eductors consistently expressed a need for a research conference that would provide a forum for presenting research findings to the educators and other audiences interested in marketing education. The marketing teacher-educators also expressed a concern for nurturing those new professionals entering the field of teacher education. While the initial organization and planning for this annual event is attributed to a few seasoned Marketing teacher educators from the South, the annual conference has become the highlight of the year for the professional development and rejuvination of teacher-educators from states throughout the nation.

This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research. Marketing teacher-educators are in agreement concerning the need for this type conference and the need to keep it as a single purpose meeting and an annual event. The 1991 research conference will be held in Texas in mid-April. The sponsoring universities will be Auburn University, University of Georgia, and University of North Texas.

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RESEARCH REPORTS

INDUSTRIES' PERCEPTION OF PREPARATION OF MARKETING TEACHER EDUCATION FOR JOBS IN THE BUSINESS WORLD

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1989-90

ABSTRACT

The study attempts to determine what specific skills and knowledge Marketing Teacher Education majors who choose the business world instead of the classroom should posses in order to succeed in the business world. Members of the business community were asked to react to the following objectives:

1. To indicate what specific knowledge and skills are important for career success of Marketing Teacher Education graduates.

2. To indicate whether the college or the employing firm is mainly responsible for providing each skill.

3. To indicate whether the colleges are adequately fulfilling their responsibilities.

4. To indicate what particular skills the firms are providing.

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CHAPTER I

INTRODUCTION

Statement of the Problem

For many years an increasing number of graduates of Marketing Teacher Education programs have chosen to enter the business market either on a full time or part-time basis. This occupational decision is occurring either immediately after college graduation or a few years after entering the teaching field. There seems to be little data compiled on how the business community rates the Marketing Teacher Education degree as adequate preparation for successful employment in the business world. In order to evaluate the effectiveness of University Marketing Education programs, a national survey of training and development administrators was conducted. The purpose of the study was to reveal where they think specific training subjects and skills should be received, which subjects are most important, and how effective are the university programs. The survey revealed that most of the training in most instructional areas should be received in the classroom.

Specifically, the objectives of this study are as follows:

1. To indicate which training and development activities should be received at the colleges and universities and which by the businesses.
2. To indicate which activities are most important.
3. To indicate where the universities are doing an effective job and where weaknesses are noted.

Significance of the Study

The results of this study will allow educators of Marketing Education students to know which instructional areas are perceived most important by some members of the business community and where they need to strengthen their curricula.

Assumptions Involved in the Study

In designing the study the investigator accepted the Allport position: "when given the opportunity to express one's self, the individual can and will respond in a valid and reliable way" (Allport, 1953).

Since the data for this study will not directly affect the future of the respondents, it was assumed that they were not threatened by the questionnaire and that honest answers were elicited.

Limitations of the Study

The following limitations were applicable to this study:

1. The study is limited to twenty-five completed responses from business personnel within the last year in the United States.
2. The specific conclusions made in this study will be limited to the sample group, but groups with similar characteristics.

Organization of the Remainder of the Study

The second chapter contains a review of pertinent literature related to current practices of educating marketing educators. The third chapter describes the population used, methods of collecting data, and the organization and analysis of data. Chapter four presents data and chapter five gives the summary and conclusions.

CHAPTER II

REVIEW OF LITERATURE

A study by Chenault (1987) pointed out that university business schools traditionally offer preparation that, as many have said, has been so profoundly mismatched with workplace needs that much of corporate eduction consists of deprogramming college graduates.

Corporations have led in the intruduction of innovative training practices such as self-forming and self-guided groups, blending of work experience and classroom training, bridging corporate and university study, and corporate degrees.

A recent study by Allen and Lyne (1988) of business reaction to the training of MBAS revealed the following observations:

1. The training personnel generally rated the subject and skill areas of motivation and leadership, interpersonal skills, and communications as the most important and felt that they are the colleges' responsibility. Also, the adequacy of preparation is rated above the scale midpoint.
2. Most of the training personnel felt that the communication skills of grammar, spelling, and vocabulary, along with work habits and and mental skills, are important and the colleges' responsibility, but the adequacy of preparation is rated below the scale midpoint.
3. The training personnel felt that the subject and skill areas of finance, insurance, and quantitative methods were generally unimportant.

4. The majority of training personnel revealed that the training in performance evaluation, discipline methods, and job design in the area of motivation and leadership and many subjects and skills in the area of personnel administration are the primary responsibility of the firm.

CHAPTER III

METHODS AND PROCEDURES

Description of the Sample

Participants in the survey were obtained from the 1989 Membership Directory of the American Society of Training Directors. The decision was made to survey the views of training directors on the assumption that, in most firms, they take the practical responsibilities for integrating supervisory and mid-management personnel effectively into the operations of their organizations. Approximately three hundred questionnaires were sent to a group of training directors who represented mostly major retailing and financial firms in the United States. Approximately 25 directors completed the questionnaire for a response rate of 8.3 percent.

Instrumentation

The instrument used to gather data in the survey was the survey of Educational and Training Requirements for Marketing Teacher Education graduates (see appendices). Information requested on the questionnaire included the following areas: description of the company which the training director represents; whether subject and skill competencies are important or unimportant; whose responsibility it is to teach the competency (college or firm); adequacy of the college preparation; and the amount of training being provided by the firm.

Procedures

The questionnaires were distributed by mail to training directors in corporations in the United States. A cover letter explaining the purpose of the study and need for a response was enclosed along with a self-addressed business reply envelope. The questionnaires were completed and returned during the fall of 1989. A completion time of approximately two weeks was allowed for the return of the questionnaires.

CHAPTER IV
FINDINGS

Results of the survey were determined by analysis of the questionnaire. A summary of the results from the questionnaire follows.

Results are based on the number of completed responses (25).

Demographic Information

1. Title of the person completing the questionnaire:

Director of Training	7
Director of Human Development	4
Human Resource Coordinator	2
Manager of Staff Development	2
Training Director	2
Director of Sales Training	2
Training Director	2
Personnel Specialist	1
Director of Cooperating Training	1
Vice President	1
Employee Developer	1

2. Size of the company by number of employees:

Size	Number
1-100	0
101-500	0
501-1000	3
1001-5000	6
5001-10,000	7
10,001-20,000	3
20,001-30,000	0
30,001-40,000	4
40,001-above	2

Firms who were represented in the study include:

AT&T company
Belk Stores
Broyhill Furniture Industries
First Union Bank
Food Lion
Harris teeter, Inc.
J. C. Penney
Kroger food Stores
Marshall Field
Miller and Roades
Montgomery Ward
NCNB
New York Power Authority
Tandy Corporation/Radio Shack
Winn dixie Food Stores

REPORT BODY

(Based on questionnaire format and responses)

The following tables represent a summary of the most signigicant findings revealed in the survey.

Table 1

Subjects and skills rated as important, or not important and whether they are either the college or firm's responsibility or both.

SUBJECT AND SKILLS	PERCENTAGES				
			RESPONSIBILITY		
	IMPORTANT	NOT IMPORTANT	COLLEGE	FIRM	BOTH
1. ACCOUNTING					
General Accounting	95.0	5.0	90.0	5.0	5.0
Cost	90.0	10.0	57.9	21.1	21.1
Budgeting & Management	95.0	5.0	42.1	31.6	26.3
Tax Accounting	65.0	35.00	62.5	25.0	12.5
2. MARKETING AND SALES					
Market Research Methods	80.0	20.0	88.9	.0	11.1
Advertising/Sales Promo.	85.0	15.0	50.0	11.1	38.9
Public Relations	94.7	5.3	27.8	44.4	27.8
Pricing	75.0	25.0	6.3	68.8	25.0
Product & Brand Strategies	75.0	25.0	6.7	73.3	20.0
Dynamics of Consumer Behavior	90.0	10.0	47.4	42.1	10.5
3. MOTIVATION AND LEADERSHIP:					
Ind. Motivation & Leadership	94.4	5.6	57.9	21.5	21.1
Grp. Development & Team Bldg.	94.7	5.3	47.1	29.4	23.5
Performance Evaluation	90.0	10.0	26.7	53.3	20.0
Discipline Methods	100.0	.0	33.3	46.7	20.0
Learning & Training	100.0	.0	33.3	22.2	44.4
Counseling & Coaching	100.0	.0	44.4	27.8	27.8
Conflict Mgt. & Resolution	94.7	5.3	52.9	23.5	23.5
Behavior Modification	84.2	15.8	60.0	33.3	6.7
Participatory Mgt. Practices	100.0	.0	41.2	35.3	23.5
Job Design	78.9	21.1	27.8	50.0	22.2
4. COMMUNICATION:					
Grammar	94.7	5.3	94.7	.0	5.3
Spelling	100.0	.0	94.7	.0	5.3
Vocabulary	94.7	5.3	84.2	5.3	10.5
Expression of Ideas	94.7	5.3	75.0	12.5	12.5
Clarity	94.7	5.3	72.2	22.2	5.6
Rationality and Logic	94.7	5.3	81.3	6.3	12.5

SUBJECT AND SKILLS	PERCENTAGES				
	IMPORTANT	NOT IMPORTANT	RESPONSIBILITY COLLEGE	FIRM	BOTH
4. COMMUNICATION (CONT'D)					
Poise	100.0	.0	83.3	.0	16.7
Report Structure & Format	89.5	10.5	36.8	36.8	26.3
Presiding Over Group Mtgs.	100.0	.0	52.6	5.3	42.1
Presentations at Meetings	100.0	.0	52.6	5.3	42.1
5. INTERPERSONAL SKILLS:					
Empathy	94.7	5.3	3.6	42.1	26.3
Tolerance	94.7	5.3	52.6	21.1	26.3
Persuasiveness	94.7	5.3	57.9	10.5	31.6
Assertiveness	100.0	.0	52.6	21.1	26.3
Stress Management	89.5	10.5	62.2	21.1	15.8
Self Analysis-Introspection	94.7	5.3	47.4	26.3	26.3
6. INFORMATION SYSTEMS:					
Main Frame Comp. Applications	65.0	35.0	73.7	10.5	15.8
Small Computer Applications	100.0	.0	70.0	5.0	25.0
Main Frame Comp. Operations	70.0	30.0	83.3	5.6	11.1
Comp. Languages & Programming	80.0	20.0	83.3	11.1	5.6
7. ORGANIZATIONAL PROCESS					
Organizational Problem Solving & Decision Making	94.7	5.6	41.2	17.6	41.2
Dynamics of Power, Politics & Conflict	84.2	15.8	56.3	6.3	37.5
Comprehensive Long Range Planning	63.2	36.8	52.9	11.8	35.3
Organiz. Structures & Design	68.4	31.6	44.4	33.3	22.2
General Systems Analysis	84.2	15.8	76.5	17.6	5.9
Tactical Organiz. & Goal Setting	94.7	5.3	50.0	.0	50.0
Delegating & Administering	89.5	10.5	27.8	33.3	38.9
8. PERSONNAL ADMINISTRATION					
Personnel Assessment & Selection	90.0	10.0	11.1	50.0	38.9
Personnel Legislation & Regulations	90.0	10.0	44.4	27.8	27.8
Training & Develop. Methods	95.0	5.0	21.1	57.9	21.1
Wage & Salary Administration	94.7	5.3	29.4	29.4	41.2
Employee Benefits and Benefit Administration	95.0	5.0	6.3	56.3	37.5
Background of Labor Movement	40.0	60.0	93.8	6.3	.0
Labor Contracts & Negotiations	42.1	57.9	85.7	7.1	7.1
Grievance & Discipline Practices	70.0	30.0	66.7	16.7	16.7
Labor Relations Administration	68.4	31.6	76.5	5.9	17.6

SUBJECT AND SKILLS	PERCENTAGES				
	IMPORTANT	NOT IMPORTANT	RESPONSIBILITY COLLEGE	FIRM	BOTH
9. MENTAL SKILLS:					
Imagination; Originality	90.0	10.0	57.9	.0	42.1
Analytical Skills	100.0	.0	95.0	.0	5.0
Attention to Detail; Preciseness	100.0	.0	65.0	15.0	20.0
Accuracy & Reliability	100.0	.0	75.0	20.0	5.0
Conceptual Thinking; Synthesizing	100.0	.0	85.0	.0	15.0
Problem Solving & Decision Making	100.0	.0	40.0	20.0	40.0
10. WORK HABITS:					
Motivation, Flexibility, Willingness	100.0	.0	47.4	33.3	22.2
Personal Appearance & Manner	100.0	.0	35.0	40.0	25.0
Punctuality	100.0	.0	47.4	15.8	36.8
Time Management	100.0	.0	40.0	20.0	40.0

Table 2

Mean scores of adequacy of college preparation and amount of training by the firms.

SUBJECT AND SKILLS	MEAN ADEQUACY Rating (Scale 1-7)	STD.DEV.	TRAINING BY FIRM MOST	SOME	LITTLE
1. ACCOUNTING:					
General Accounting	5.1	.9	5.3	57.9	36.8
Cost	4.7	1.1	16.7	50.0	33.3
Budgeting and Budget Mgmt.	4.7	1.0	31.6	47.4	21.1
Tax Accounting	4.5	1.7	41.2	23.5	35.3
2. MARKETING AND SALES:					
Market Research Methods	4.9	1.1	.0	77.8	22.2
Advertising & Sales Promo.	4.6	1.4	.0	77.8	22.2
Public Relations	4.4	1.2	10.5	73.8	15.8
Pricing	3.6	1.2	38.9	55.6	5.6
Product and Brand Strategies	4.4	1.0	44.4	55.6	.0
Dynamics of Consumer Behavior	4.6	1.5	44.4	44.4	11.1
3. MOTIVATION AND LEADERSHIP:					
Individual Motivation and Leadership	3.5	1.4	36.8	57.9	5.3
Group Development and Team Building	3.7	1.1	42.1	57.9	.0
Group Leadership	3.5	1.1	52.9	47.1	.0
Performance Evaluation	3.0	1.1	78.9	21.1	.0
Discipline Methods	2.9	1.0	61.1	38.9	.0
Learning and Training	3.3	1.2	26.3	52.6	21.1
Counseling and Coaching	2.9	.9	36.8	63.2	.0
Conflict Management and Resolution	3.0	.9	36.8	52.6	10.5
Behavior Modification	4.3	1.6	47.4	26.3	26.3
Participatory Mgt. Practices	4.3	1.5	27.8	72.2	.0
Job Disign	2.8	1.1	50.0	16.7	33.3
4. COMMUNICATION:					
Grammar	3.6	1.6	.0	28.6	71.4
Spelling	3.1	1.9	.0	28.6	71.4
Vovabulary	3.6	1.8	7.1	35.7	57.1
Expression of Ideas	3.4	1.4	14.3	64.3	21.4
Clarity	3.4	.9	7.1	64.3	28.6
Rationality and Logic	4.1	1.3	.0	78.6	21.4
Poise	3.9	1.0	8.3	75.0	16.7
Report Structure and Format	4.1	1.1	40.0	53.3	6.7
Presiding Over Group Mtgs.	3.9	1.0	33.3	60.0	6.7
Presentations at Meetings	4.3	1.0	40.0	53.3	6.7

SUBJECT AND SKILLS	MEAN ADEQUACY Rating (Scale 1-7)	STD.DEV.	TRAINING BY FIRM MOST	SOME	LITTLE
5. INTERPERSONAL SKILLS:					
Empathy	3.7	1.5	10.5	63.2	26.3
Tolerance	3.9	1.6	5.3	78.9	15.8
Persuasiveness	3.6	1.3	26.3	73.7	.0
Assertiveness	4.2	1.3	15.8	73.7	10.5
Stress Management	4.2	1.2	42.1	47.4	10.5
Self Analysis-Introspection	3.9	1.4	23.5	52.9	23.5
6. INFORMATION SYSTEMS:					
Main Frame Comp. Applications	4.8	1.1	11.1	16.7	72.2
Small Computer Applications	5.2	1.5	15.8	78.9	5.3
Main Frame Computer Operations	4.9	1.0	11.8	52.9	35.3
Computer Languages & Programming	4.9	1.1	5.9	76.5	17.6
7. ORGANIZATIONAL PROCESS:					
Organiz. Problem Solving & Decision Making	3.9	1.3	16.7	66.7	16.7
Dynamics of Power, Politics & conflict	3.8	1.0	.0	58.3	41.7
Comprehensive Long Range Planning	3.9	1.5	16.7	58.3	25.0
Organizational Structures & Design	3.7	1.2	23.1	38.5	38.5
General Systems Analysis	4.5	1.9	15.4	53.8	30.8
Tactical Organizing & Goal Setting	5.0	1.5	30.8	53.8	15.4
Delegating and Administering	3.9	1.5	53.8	30.8	15.4
8. PERSONNELL ADMINISTRATION:					
Personnel Assessment and Selection	4.8	1.1	55.6	44.4	.0
Personnel Legislation & Regulations	4.3	.9	22.2	66.7	11.1
Training and Development Methods	3.7	1.1	36.8	63.2	.0
Wage & Salary Administration	4.2	1.2	35.3	58.8	5.9
Employee Benefits & Benefit Administration	3.7	1.2	52.9	29.4	17.6
Background of Labor Movement	4.8	.9	5.6	16.7	77.8
Labor Contracts & Negotiations	4.5	1.2	6.3	18.8	75.0
Grievance & Discipline Pract.	4.4	1.3	33.3	38.9	27.8
Labor Relations Adm.	4.6	1.0	23.5	23.5	52.9

SUBJECT AND SKILLS	MEAN ADEQUACY Rating (Scale 1-7)	STD. DEV.	TRAINING BY FIRM MOST	SOME	LITTLE
9. MENTAL SKILLS:					
Imagination; Originality	3.4	1.3	23.5	52.9	23.5
Analytical Skills	4.3	.9	12.5	68.8	18.8
Attention to Detail; Preciseness	3.6	1.6	23.5	64.7	11.8
Accuracy and Reliability	3.7	1.3	17.6	70.6	11.8
Conceptual Thinking; Synthesizing	4.2	1.0	.0	66.7	33.3
Problem Solving and Decision Making	4.4	1.2	61.1	33.3	5.6
10. WORK HABITS:					
Motivation, Flexibility, Willingness	3.3	1.0	33.3	55.6	11.1
Personal Appearance & Manner	4.1	1.3	52.6	42.1	5.3
Punctuality	4.0	1.3	42.1	47.4	10.5
Time Management	3.3	1.3	31.6	57.9	10.5

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Purpose

The primary purpose of this study is to identify and evaluate the competencies of graduates of Marketing Teacher Education Programs which employing firms rate as being important and to obtain inputs regarding who should provide particular kinds of training.

Population and Instrumentation

The data was collected from training prsonnel who are listed in the 1989 Who's Who in Training and Development, by means of a questionnaire. The questionnaire was administered during the fall of 1989 after being developed and field tested by the researcher. A cover letter explaining the purpose of the study and need for a response was enclosed along with a self-addressed business reply envelope. A completion time of approximately two weeks was requested of the respondents for a return of the questionnaire.

Data Collection

The questionnaires were completed by the training personnel and returned to the researcher.

CONCLUSION

Training personnel reactions to the training of Marketing Teacher Education graduates revels the following observations:

1. The training personnel generally rated most of the competencies as important and primarily the colleges responsibility. Also the adequacy of preparation is rated above scale midpoint.

2. Although most of the competencies are rated as important, the competencies included in the areas of motivation and leadership, communication, interpersonal skills, mental skills, and work habits received either a one-hundred percent or near one-hundred percent consensus of importance.

3. The areas in which respondents felt the firm should offer the most training included: marketing and sales, motivation and leadership, and personnel administration.

4. The respondents were unanamous in their indication that marketing teacher education graduates compare very favorably to business administration graduates and many are better at training and many aspects of leadership. It was felt that this is partly due to the fact that most Marketing Education graduates have supervised work-experience as part of their course of study. This response was revealed when each respondent was asked how Marketing Education graduates compare with business administration graduates during a follow-up telephone interview with the researcher.

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PROJECTING THE NEED FOR SECONDARY MARKETING EDUCATORS IN NORTHEAST OHIO TO THE YEAR 2000

Submitted to the
National Marketing Education Research Conference
Athens, GA
April 6-8, 1990

Submitted by
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PROJECTING THE NEED FOR SECONDARY MARKETING EDUCATORS IN NORTHEAST OHIO TO THE YEAR 2000

Patrick J. O'Connor

ABSTRACT

Purposes of the Study

The main purpose of the study was to gather information that could be used to plan the focus and direction of a marketing teacher education program. Specifically, three research questions were addressed:

1. What will be the future demand for Marketing Education teachers in Northeast Ohio from now until the year 2000?
2. What will be the main sources of supply to meet the demand for Marketing Education teachers in the future?
3. What background and preparation will future marketing education teachers need to be effective?

Population and Sample

The population for the study consisted of persons directly involved with implementation of secondary marketing education programs in Northeast Ohio. Specifically, the population consists of marketing education teachers, local and state supervisors of marketing education. The population totals approximately 150. A sample was drawn from the population by requesting names of teachers and supervisors from state department of education administrators. The list of recommended names represented comprehensive high schools as well as regional vocational centers. Each person was contacted by letter and invited to attend a 90 minute NGT session. Moore (1987) recommends

5 to 9 members. The sample for this NGT was 8, five marketing education teachers and three supervisors. All participants had direct responsibility for marketing education programs in Northeast Ohio. The group also consisted of teachers who had been prepared through undergraduate and business certification routes.

Discussion and Implications

Although it is tempting to draw specific conclusions from the research results, the results provide insight into the research questions which can be used for planning purposes. However, the overall results also raise some additional questions. Following are the results organized by specific research question.

1. The group felt specialized student populations (59) would be the most important determinant of future demand for marketing teachers in Northeast Ohio.
2. The NGT participants identified eight sources of supply for future marketing education teachers in Northeast Ohio.
3. College course work ranked highest concerning the preparation future future teachers of marketing education will need.

1989 was the 50th year for Marketing Education in Ohio. During the last 50 years, Marketing Education has grown and changed considerably at the secondary level. One aspect of Marketing Education that continues to change is the source of supply for teacher coordinators of Marketing Education. The two main sources in Ohio, and in many other states, are baccalaureates degree programs and teacher certification option for business people coming into education. For many years, the main source of supply for marketing educators in Ohio was the business community. This fact was consistent with most states who relied on the business community to supply marketing educators many who came to the classroom with 5-10 years of work experience (Klaurens, 1984). This situation changed dramatically in Ohio and other states with the emergence of undergraduate preparation in Marketing Education. The undergraduate source of supply became the rule rather than the exception in the late 1960's through the 1970's and into the 1980's. Weatherford (1974), for example, reported that leaders in marketing agreed (70 percent) that teacher preparation in marketing education should be primarily from an undergraduate program. However, in the mid 1980's for Northeast Ohio, the business community again became a primary source of supply for marketing teachers.

A marketing teacher education program is greatly affected by the demand for marketing teachers. Also, the source of supply of these teachers (i.e. undergraduate or business community) influences the priorities of the teacher education program. With a new decade approaching and a new century just ten years away, the sources of supply for marketing educators in Northeast Ohio remain in a state of change. The situation prompted

research into the specific nature of the change and the direction a teacher education program should follow to respond to such changes.

Background of the Study

In addition to the preceding factors prompting this study, four other factors influenced the need for this study. First, in Northeast Ohio, marketing educators are the most experienced group of vocational teachers (Ohio Department Education, 1989). Although reporting data is restricted, there are more marketing teachers in Northeast Ohio with 15 or more years teaching experience than in any other region of the state. Considering that there are 130 marketing education programs in Northeast Ohio, it is essential that Ohio teacher educators be prepared in the event teacher demand should change. State Department of Education leaders anticipate that many marketing educators in Northeast Ohio will be retiring in the 1990's and the demand for teachers will increase considerably (Casterline, 1989). A second factor influencing the need for this study is the changing nature of teacher education in general. For a number of years, reform in teacher education has included a graduate only or fifth year emphasis. If teacher education nationally restructures to eliminate undergraduate preparation, this will have considerable impact on marketing teacher preparation in Northeast Ohio and elsewhere. Third, the growth of secondary marketing education in Northeast Ohio has been slow. The small number of programs initiated in recent years has been almost offset by the number of programs closed. The result is that, presently, program growth has little influence on the demand for marketing educators. Finally, the marketing education community of Northeast Ohio had limited teacher education involvement between 1985-1989. Kent State University

reemphasized this program area in 1989 and is charting a course of action for the 1990's. These four factors combined with those mentioned earlier have prompted numerous questions regarding the demand and supply of marketing educators in Northeast Ohio.

In order to obtain answers to these questions, this research was designed to provide one source of important information. This information will be very useful to educational planners at Kent State University. Also, other Ohio universities offering marketing teacher education can utilize the information since they are also sources of supply for marketing teachers. The information will also be useful to state department leadership as they plan toward the year 2000. Finally, the researcher hopes the research will serve as a case study for other universities and state departments of education experiencing changes in the demand and supply of marketing teachers.

Purposes of the Study

The main purpose of the study was to gather information that could be used to plan the focus and direction of a marketing teacher education program. Specifically, three research questions were addressed:

1. What will be the future demand for Marketing Education teachers in Northeast Ohio from now until the year 2000?
2. What will be the main sources of supply to meet the demand for Marketing Education teachers in the future?
3. What background and preparation will future marketing education teachers need to be effective?

Research Methodology

Data Collection Method

The nominal group technique (NGT) was used as the method to gather data. Price (1985) reported that program development needs in vocational education can be effectively researched using the NGT. As a data collection method, O'Neil and Jackson (1983) point out that the NGT is an effective method to generate ideas while minimizing the influence of dominant group members. With regard to marketing education, Price (1989) points out that the NGT can be an effective way to identify state or local problems as well as possible solutions for these problems.

The NGT process involves five specific steps which were followed in this study: 1) meeting introduction, 2) silent generation of ideas, 3) round-robin listing, 4) discussion for clarification and 5) item ranking. Specific guidelines for implementing each step were followed to assure accuracy.

Population and Sample

The population for the study consisted of persons directly involved with implementation of secondary marketing education programs in Northeast Ohio. Specifically, the population consists of marketing education teachers, local and state supervisors of marketing education. The population totals approximately 150. A sample was drawn from the population by requesting names of teachers and supervisors from state department of education administrators. The list of recommended names represented comprehensive high schools as well as regional vocational centers. Each person was contacted by letter and invited to attend a 90 minute NGT session. Moore (1987) recommends that a NGT group consist of

5 to 9 members. The sample for this NGT was 8, five marketing education teachers and three supervisors. All participants had direct responsibility for marketing education programs in Northeast Ohio. The group also consisted of teachers who had been prepared through undergraduate and business certification routes.

Instrumentation

The three research questions already identified served as the basis for instrumentation. Each question was written on a separate sheet of paper for each person to respond individually.

Collection Procedures

Each participant, silently generated their own ideas/answers to each question. Upon completion of idea generation, the researcher conducted a round-robin discussion placing all ideas on a chalkboard. After all ideas were presented for each question, the researcher facilitated a short discussion to clarify or condense any response(s). A final list was identified from this discussion. The participants were now asked to silently rank the top nine ideas/answers from the total list. The participants conducted rankings for responses to each question and the session ended.

Data Analysis

The rankings completed by the participants were used to obtain group consensus regarding the ranked importance of the ideas/ answers generated during step 1 of the NGT. Each ranked item was assigned a point value such as Item 1=9 points, Item 2=8 points, Item 3=7 points, etc. Participant rankings for each item were then determined and total values were calculated. Ideas/answers were then ranked accordingly from highest

to lowest point value.

Results of the Study

Research Question 1

The total pool (16) of ideas/answers generated for question one appears in Table 1. Participants were asked to select the nine most important items from the list and rank them from highest to lowest. The total point value and subsequent ranking for ideas/answers to question one are indicated in Table 2.

TABLE 1

Question #1

1) Adult Ed. training programs - Entrp/Retraining
2) Changes in service area growth, Political influence
3) Specialized populations-handicapped, disadvantaged
4) Demographic population increases
5) Teacher replacement from within
6) Reemphasis on VOED in the future
7) Business community involvement-contingent upon
8) Specialized curriculum
9) Image of VOED
10) State legislation
11) Teacher retirements
12) Economic changes
13) Discourage undergrad M.E. program
14) Jr. High M.E. program
15) Work with other VOED areas
16) Academic options

TABLE 2

Ranked by raw score/value

Rank	Item #	Raw Score	Item Description
1	3	59	Specialized populations- handicapped; disadvantaged
2	11	57	Teacher retirements
3	10	47	State legislation
4	1	42	Adult Ed. training programs Entrp/Retraining
5	9	40	Image of VOED
6	7	33	Business community involvement- contingent upon
7	4	33	Demographic population increases
8	8	31	Specialized curriculum
9	2	28	Changes in service area growth, Political influence

Research Question 2

The total pool (9) of ideas/answers generated for question two appears in Table 3. Participants were asked to rank all items according to importance from one through eight. The rankings appear in Table 4.

TABLE 3

Question #2

1) Former M.E. students - High School
2) Teachers in other program areas
3) Business Education majors
4) Business community
5) College of Business students
6) Teachers/graduates other states (minorities)
7) Retirees
8) M.E. undergraduates

TABLE 4

Ranks by Raw Score/Value

Rank	Item #	Raw Score	Item Description
1	8	94	M.E. undergraduates
2	2	84	Teacher's in other program areas
3	4	60	Business community
4	3,6	41	Business education majors Teachers/graduates other states (minorities)
5	5	39	College of Business students
6	1	36	Former M.E. students - High school
7	7	29	Retirees
8			

Research Question 3

The total pool (22) of ideas/answers generated for question three appears in Table 5. The group participants were asked to select the nine most important ideas/answers and rank them from most to least important. The results of this ranking appear in Table 6.

TABLE 5

Question #3

1) Marketing/Business courses
2) Business experience-comprehensive
3) Student teaching with master teacher
4) Redagogical skills
5) Dedicated to V.S.O.
6) Human relations courses
7) Economics/Accounting-from business
8) Courses in student motivation
9) Communication skills
10) Basic vocational courses
11) Effective long/short good setting
12) Technical experience
13) Time management
14) Courses on teaching minority students
15) Legal in voations
16) Update in M.E.
17) Regional mentors
18) Certification test
19) Counseling skills
20) Integration of DECA
21) Co-curricular Collegiate DECA
22) Adult Education skills

TABLE 6

Ranks by Raw Score/Value

Rank	Item #	Raw Score	Item Description
1	1	70	Marketing/Business courses
2	4	54	Pedagogical skills
3	2	52	Business experience-comprehensive
4	9	50	Communication skills
5	3	46	Student teaching with master teacher
6	19	30	Counseling skills
7	7	29	Economics/Accounting-from business
8	10	24	Basic vocational courses
9	6	20	Human relations courses

Discussion and Implications

Although it is tempting to draw specific conclusions from the research results, the results provide insight into the research questions which can be used for planning purposes. However, the overall results also raise some additional questions. The following discussion of the results and their implications is organized by the specific research question.

Question 1

The group felt specialized student populations (59) would be the most important determinant of future demand for marketing teachers in Northeast Ohio. This finding is consistent with the continuing trend in vocational education and federal legislation toward special needs programing. This finding also indicates that the preparation of marketing educators should include course work and professional experiences on working with specialized populations. Although this item did rank first, the second ranked item "teacher retirements" (57) was a very close second. These two items were considerably more important than other items which implies they are the most critical factors influencing demand for marketing education teachers in Northeast Ohio.

Question 2

The NGT participants identified eight sources of supply for future marketing education teachers in Northeast Ohio. The two highest ranking items: undergraduates from marketing education programs (94) and teachers from other program areas (84) were considerably higher than the third ranked item; the business community (60). The group supports the notion that the personnel prepared through professional education programs are the best source of supply for marketing education teachers. This finding strongly supports an emphasis for undergraduate preparation of marketing educators.

Question 3

College course work ranked highest concerning the preparation future teachers of marketing education will need. This item (70) ranked considerably higher than comprehensive business experience (54) and pedagogical skill (52) indicating that course work in a college of business may be more important than preparation in professional education.

Additional Implications

The results of the NGT initiate additional implications and questions concerning this situation. Some additional thoughts are:

1. Results of question three indicate that business course work and experience are more important in preparing marketing teachers than pedagogical skill. Considering these results, it is interesting that the group strongly supported undergraduates as the main source of supply in question two.
2. Results in question one rank specialized population as the main influencer of future demand. Yet, in the results of

question three concerning preparation, it is interesting to note than preparation to teach specialized populations does not appear on a list of twenty-two items.

3. The NGT participants in question two strongly support undergraduate preparation as the source of supply for marketing education teachers. However, of the 14 new marketing educators hired in Northeast Ohio between 1988-1990, two have been prepared in undergraduate teacher education programs. It may be interesting to ask this question of school personnel to determine their view of the best source of supply for marketing educators in Northeast Ohio.

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Marketing Education:
A Survey of State Supervisors Concerning Program Size, Growth, and Teaching Assignments

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Marketing Education:
A Survey of State Supervisors Concerning
Program Size, Growth, and Teaching Assignments

By

Jerry Moorman

Abstract

The purpose of the study was to to determine how many secondary Marketing Education [ME] teachers there are, the percentage of schools with ME programs, the number of ME programs lost or gained during the past five years, the number of class periods a day taught by individual teachers, the number of teachers who teach outside their discipline, if such teaching is considered a problem, and what other courses are commonly taught. A questionnaire was developed and distributed to all ME state supervisors. Thirty-seven [69%] returned the questionnaires. Their responses provided the data base for findings reported in the study.

Introduction

Marketing Education has seemingly experienced some difficult periods during the 80's. Although several researchers [Stone, 1987] [Moorman and Stone, 1989] have provided documentation of the contributions of Marketing Education [ME] to business and society, the growth in program numbers appears flat. Weber [1989] reported that 53% of vocational teachers have more program openings than applicants. Because ME program openings often exceed demand, almost every state has experienced loss of local programs. With this loss comes the loss of state education and teacher education staff. Ultimately, all of Marketing Education suffers.

With the flat growth rate has come the need for Marketing Education teachers to maintain their teaching positions in whatever way possible. If hallway gossip at state and national conferences is to be believed, ME teachers are teaching more classes and venturing outside their primary certification area. Weber [1989] reported that 14% of vocational teachers are not state certified to teach their second most frequently taught subject. Is additional certification being required of Marketing Education teachers?

Some would suggest that teaching outside Marketing Education creates problems in the local programs. Elam [1989] reported that 30% of high school teachers felt that schools had

improved during the past five years. Does this include Marketing Education? Is teaching outside Marketing Education a problem for ME teachers? This study queried state/territory supervisors of Marketing Education to examine this issue and others.

Statement of the Problem

The problem was to determine how many secondary Marketing Education Teachers there are, the percentage of schools with ME programs, the number of ME programs lost or gained during the past five years, the number of class periods a day taught by individual teachers, the number of teachers who teach outside their discipline, if such teaching is considered a problem, and what other courses are commonly taught.

Design of the Study

A questionnaire was developed (Appendix A) and distributed to all state supervisory personnel for Marketing Education as listed in the October, 1988, directory distributed by the U.S. Department of Education, Office of Vocational and Adult Education. Included were state supervisors from all 50 states plus the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

Results of the Study

Thirty-seven questionnaires were returned and the data tabulated. The return represented a response rate of slightly under 69%.

The 37 respondents reported that a total of 5286.5 Marketing Education teachers are currently teaching at the secondary level in their states/territories. The number of secondary teachers ranged from a low of 2.5 in Guam to a high of 625 in Texas. Twenty-seven percent of the respondents reported 50 or less teachers and 51% reported numbers from 51-200. Five percent reported 201-300 teachers and 16% reported teacher numbers greater than 300 [Table 1].

As a follow-up to the first question, respondents were asked what percentage of their secondary schools have Marketing Education programs. The responses ranged from a low of 8% to a high of 95%. Nine state/territories fell in the 21-40% range with 9 each in the 41-60% and 61-80% range. Only two respondents reported that more than 80% of their secondary schools had Marketing Education programs available to students [Table 2].

TABLE 1

Total Number of Marketing Education Teachers Reported by State and Territory Marketing Education Supervisors

Responses		%
1- 25 teachers	n=07	19
26- 50 teachers	n=03	08
51-100 teachers	n=10	27
101-200 teachers	n=09	24
201-300 teachers	n=02	05
301-400 teachers	n=04	11
401-500 teachers	n=01	03
501-600 teachers	n=00	00
601-700 teachers	n=01	03
	N=37	100

TABLE 2

Percentage of Secondary Schools By State/Territory That Have Marketing Education Programs

% of schools		% of respondents
0-20%	n= 7	19
21-40%	n= 9	25
41-60%	n= 9	25
61-80%	n= 9	25
81-100%	n= 2	6
	N=36	100

Average number of schools with ME Programs = 45%

The growth of Marketing Education was the next area of interest. Specifically, the question asked how many Marketing Education Programs had been lost or gained during the past five years. The responses ranged from as many as 100 programs lost to as many as 105 gained. When averaged, the data revealed that only .7 program had been added per state during the entire five year period under consideration [Table 3].

TABLE 3

Number of Marketing Education Programs Gained or Lost During the Past Five Years

Responses			
-100	n=1	+ 1	n= 1
- 20	n=1	+ 2	n= 2
- 15	n=1	+ 3	n= 3
- 10	n=2	+ 4	n= 1
- 8	n=1	+ 5	n= 4
- 5	n=2	+ 6	n= 1
- 3	n=1	+ 8	n= 1
- 2	n=2	+ 10	n= 1
- 1	n=1	+ 15	n= 1
0	n=8	+ 25	n= 1
		+105	n= 1
	Net Gain	+ 26	N=37
	Average Gain	+ .7	

Also questioned in the study was the number of class periods taught each day by secondary Marketing Education teachers. Thirty-five respondents gave useable answers to this question. Under the comments section, several indicated that the length of their school day was six to seven periods. The responses ranged from a high of six to a low of two. The average was 3.6 class periods per day [Table 4].

TABLE 4

Number of Class Periods Taught Each Day by Secondary Marketing Education Teachers

Number of Class Periods	
2	n= 2
2.5	n= 1
3	n=15
3.5	n= 2
4	n=11
5	n= 2
6	n= 2
	N=35

Average = 3.6

To further examine the class day of the average secondary Marketing Education teacher, the following question was asked: "In your opinion, what percentage of the secondary Marketing Education teachers in your state teach courses other than Marketing Education? IE: typing, accounting, history, etc." The responses ran the gamut from one all the way to 100%. When an average was computed, the data indicated that 34% of the Marketing Education teachers teach outside their area [Table 5].

TABLE 5

Percentage of Secondary Marketing Education Teachers That Teach Courses Other Than Marketing Education

Percentage		Percentage	
0	n=2	25	n= 5
1	n=1	35	n= 2
2	n=1	50	n= 6
5	n=3	70	n= 1
10	n=4	75	n= 3
15	n=1	80	n= 1
20	n=3	100	n= 2
			N=35

Average 34%

As a follow-up to question number five, respondents were asked to list other courses that Marketing Education teachers in their state/territory are responsible for teaching. The responses created a list of 46 courses. The course listed most often was accounting with 46% of the respondents citing it as one taught by Marketing Education teachers. Others listed by at least 30% of the respondents were typing [32%] and economics [35%] [Table 6].

TABLE 6

Courses Other Than Marketing Education That ME Teachers are Responsible for Teaching

Responses	Percent of Respondents listing course
Accounting	46
Economics	35
Typing	32
Business Law	27
Business Math	27
General Business	16
Introduction to Business	14
Diversified Occupations	11
Entrepreneurship	11
37 others listed	range was 3-8%

Certification was the next area examined. Each state/territory supervisor was asked, "Does your state require that teachers be certified in the other courses that they teach?" Thirty-four individuals provided usable responses to the question. Twelve percent said "No" and 88% said "Yes". As might be expected there were numerous qualifiers stated under the comments section of the question.

Next, supervisors were asked if they considered Marketing Education teachers teaching outside their subject area to be a problem. Seventy-eight percent said "No" and 22% said "Yes". Many comments were also received on this question. One example follows: "Decreasing school enrollment has reduced teaching staff in most high schools. Marketing instructors have in many cases picked up additional teaching assignments which have aided them in keeping programs in operation while many other teachers have been surplussed because of lower secondary enrollment. Ideally, Marketing Education teachers would have large enough enrollments that they would not have to teach other subject matter; but reality in many cases does not allow this to happen."

The last part of the questionnaire was an opportunity for respondents to make general comments. The following are noteworthy examples:

"I find that principals will not start Marketing Education

programs because it is the only area they [teachers] can teach. By offering economics and working with B.O.E. teachers in joint efforts, marketing teachers and the program are more popular."

"Dual credentialed teachers [Marketing and Business] are becoming more of an issue as school districts are trying to do more with less staff and money."

"Regarding #8, we're all updating our teacher certification requirements. With the problems our schools and teachers are having, this has been a real problem. Teacher Education is having the same kinds of problems and we all need to work together."

Conclusions

The first conclusion suggested by the data concerns the number of schools with ME programs. With an average of only 45% of secondary schools offering Marketing Education, it would appear that a need exists to aggressively market the program. This conclusion is further supported by the data that report an average net gain of less than one [.7] new program per state/territory during the past five years.

Since marketing educators on the average teach only 3.6 class periods per day, the data suggest that ME teachers are still

being allowed coordination time to supervise on-the -job training activities of their students. This might further suggest that cooperative education is still the method of choice for Marketing Education.

With an average of 34% of ME teachers teaching outside their area, it can be concluded that Marketing Education teachers might profit from dual certification options in their teacher education programs. The data suggest that the most reasonable alternative for additional certification is Business/Office Education.

Recommendations

The following recommendations are offered by the investigator:

1. States/territories should immediately implement aggressive marketing efforts designed to increase the number of Marketing Education programs available to secondary students.

2. Additional studies should be undertaken to investigate dual certification options, their availability and their value.

3. More research should be initiated to examine in

longitudinal fashion the number of students and programs involved with Marketing Education and the implications thereof.

4. Additional study should be devoted to identification of reasons for ME's recent lack of real growth.

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Appendix A

Questionnaire

SECONDARY MARKETING EDUCATION QUESTIONNAIRE

1. How many Secondary Marketing Education teachers do you have in your state? (Please give total number of teachers, not just number of programs.)

_____

Comments:

2. What percentage of your secondary schools have Marketing Education programs?

_____%

Comments:

3. Over the past 5 years, how many Secondary Marketing Education programs would you <u>estimate</u> that your state has lost _____? or gained _____?

Comments:

4. In your state, on an average, how many classes would you say each Secondary Marketing Education teacher teaches? (Please do not include Co-op)

Circle one

1	4
2	5
3	6

other _____

Comments:

5. In your opinion, what percentage of the Secondary Marketing Education teachers in your state teach courses other than Marketing Education? ie: Typing, accounting, history etc.

_____%

Comments:

6. What are some of the courses, other than Marketing Education, that the teachers are responsible for teaching? List as many as possible.

_____

_____

_____

_____

_____

_____

Comments:

7. Does your state require that teachers be certified in the other courses they teach? Yes_____ No_____

Other_____

_____

Comments:

8. If Secondary Marketing Education teachers in your state are teaching in subject areas outside Marketing Education, do you consider this to be a problem? Yes_____

No_____ Other _____

_____

_____

Comments:

9. General Comments:

If you would like the results sent to you, please fill out your name and address below.

Name _____

Address _____

_____

_____

IDENTIFICATION OF PERCEIVED CHALLENGES OF SECONDARY INDIANA MARKETING EDUCATION TEACHERS: APPLICATION OF THE NOMINAL GROUP TECHNIQUE

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Running Head: Perceived Challenges in Indiana

National Conference for Research in Marketing Education
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The University of Georgia

IDENTIFICATION OF PERCEIVED CHALLENGES OF SECONDARY INDIANA MARKETING EDUCATION TEACHERS: APPLICATION OF THE NOMINAL GROUP TECHNIQUE

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Abstract

The primary purpose of this study was to determine the perceived challenges faced by Indiana secondary marketing education teachers. A secondary purpose was to compare the perceived challenges with the concerns of North Carolina teachers as determined in a study by Lucas and Miles (1989).

Two groups each consisting of six marketing education teachers used the Nominal Group Technique to determine and prioritize perceived challenges. The top eight challenges were ranked as follows: (1) decreased secondary enrollment; (2) public awareness; (3) lack of curriculum direction from the state; (4) lack of local involvement in state-level DECA decision making; (5) high cost of DECA participation; (6) lack of adequate program funding; (7) more effective business involvement; and (8) inconsistent judging of DECA written entries.

A comparison of the top eight challenges as perceived by Indiana teachers with the concerns of North Carolina teachers found limited similarity. Three items related to public awareness, cost of DECA participation, and program funding were shared. The remaining five Indiana challenges appeared to have no corresponding item in the North Carolina list.

IDENTIFICATION OF PERCEIVED CHALLENGES OF SECONDARY INDIANA MARKETING EDUCATION TEACHERS: APPLICATION OF THE NOMINAL GROUP TECHNIQUE

Introduction

During the 1980's Marketing Education has moved to re-position itself and improve its image. The decade began with the now famous Vail Conference, "Directions for the 1980's," where a national plan of action was conceived. The name-change transition from Distributive Education to Marketing and Distributive Education to Marketing Education was completed. In 1984, the national curriculum conference was held in Atlanta; and from these planning efforts three significant projects were completed: a National Marketing Plan; a National Curriculum Framework; and National Standards for High School Programs.

Concurrently, a broader-based educational reform movement was sweeping the country fueled by the concerns about the quality and productivity of the American workforce. To remedy the perceived lack of basic skills (communications, mathematics, problem solving, and critical thinking), most states increased graduation requirements including the number of credits in English, math, science, and social studies.

In the economy millions of new jobs were created, many of which were service sector and marketing oriented. Marketing became a key player to businesses as they faced increased competition from deregulation and foreign firms. As a result, businesses asked for better-prepared marketing employees.

Therefore, it has been a challenging decade for the local marketing teacher. Pressure from the national level said re-position, use the new

national curriculum framework and standards, and educate everyone to use marketing education and not D. E. Local pressure was to maintain program enrollment in the face of decreasing secondary enrollments and fewer elective credits available due to increased graduation requirements. And, local businesses clamored for better-prepared employees.

Another national conference, "Directions 90," is being convened in June 1990. According to Richard F. James, Chairman of the National Council for Marketing Education (Ideas for Marketing Educators, 1989), "The Directions 90 Conference affords us the opportunity to address the specific concerns of marketing educators . . . ."

This situational analysis confirms the timeliness and importance of identifying and responding to the challenges in marketing education. Given each state is being asked to send a management team to participate in the Directions 90 Conference to share ideas, information, and solutions, it appears a study to determine the challenges to marketing education in Indiana is exigent.

Statement of Purpose

The primary purpose of this study was to determine the perceived challenges faced by Indiana secondary marketing education teachers. By doing this, the writer also achieved the following objectives:

1. Identified perceived concerns to share with the state-wide management team preparing for the Directions 90 Conference.
2. Identified perceived challenges which will be used in a future study comparing the perceptions of Indiana and Illinois marketing education teachers.

3. Compared the perceived challenges with the perceived concerns of North Carolina teachers as determined by Lucas and Miles (National Research Conference Report, 1989).

Scope of the Study

The scope of this study was confined to the challenges facing secondary marketing education teachers in Indiana as perceived by a sample of these teachers. Challenges as perceived by post-secondary and adult marketing educators were beyond the scope of this study.

Limitations of the Study

Since the study involved only the perceptions of a sample of secondary marketing education teachers in Indiana, it should not be assumed that the results are representative of any other population.

Definition of Terms

The definitions of the terms "challenge(s)" and "concern(s)" as used in this study are:

1. A challenge is a difficulty in a job or undertaking that is stimulating to one engaged in it.
2. A concern is a matter that engages a person's attention, interest, or care of that affects his welfare or happiness.

These definitions are from The Random House College Dictionary, Revised Edition. Because of the common elements in the definitions, it is

assumed that the perceived challenges of Indiana marketing teachers and the perceived concerns of North Carolina teachers are related sufficiently to legitimately compare them.

Methodology

This study was designed using the Nominal Group Technique as the method of collecting the data and a group of Indiana secondary marketing education teachers as the source of the data.

Nominal Group Technique

The Nominal Group Technique developed by Delbecq and Van de Ven in 1968, is a procedure to identify and collect data using a setting of small groups. It has been used by at least two reported studies in the marketing education literature. Price (1985), presented a paper entitled "A Needs Assessment Model for Marketing Education" that explained the use of the Nominal Technique and an application in marketing education. Lucas and Miles (1989) used the Nominal Group Technique in a North Carolina Study "to determine the hindrances faced by marketing education teachers in the conduct of their marketing education programs."

The Nominal Group Technique process as applied to this study involved the participants completing the following steps:

1. independent and silent generation of perceived challenges recorded in writing.
2. round-robin listing of all of the perceived challenges as recorded by each group member.

3. group discussion of the collective perceived challenges for clarification and mutual understanding.

4. independent voting on the priority of the perceived challenges to determine mathematically a group ranking.

Source of the Data

Twelve Indiana secondary marketing education teachers served as the population of this study. These teachers represented six of the twelve Indiana DECA Districts and geographically were from the northwest, north-central, west-central, central, east-central, and southeast portions of the state.

Ten of the participants were male and two were female. Their range of teaching experience in marketing education was four years to fifteen. The size of the schools in which they teach range from 2,600 to 350, and the size of their programs vary from 225 to 36 students.

These twelve teachers volunteered to participate in this study and it was conducted in conjunction with a state-level DECA activity. The teachers were randomly divided into two six-member groups and each group developed independently their prioritized list of challenges. Using the top five ranked challenges of each group, the twelve teachers acting as a combined group following steps three and four of the Nominal Group Technique prioritized the top ten challenges facing Indiana secondary marketing education teachers.

Findings

During the idea generation step of the Nominal Group Technique process, Group One developed a list of 25 challenges and Group Two a list of 24.

Group One Data

When each member of the group was asked to rank the top five challenges from the list of 25 items, 15 different challenges were ranked by at least one member of the group. In calculating the rankings five points were given for the items ranked first, four points for those ranked second, three points for those ranked third, two points for those ranked fourth, and one point for those ranked fifth. Based upon this procedure, the priority ranking of the challenges perceived by Group One is as follows:

1. lack of local involvement in state-level DECA decision making
2. decreased secondary enrollment
3. public awareness of marketing education (students, parents, and community)
4. cost of DECA participation too high
5. inconsistent judging of DECA written entries
6. difficulty dealing with guidance counselors
7. ineffective professional organization (Indiana Marketing Education Association)
8. inconsistent teaching methods and program practices
9. lack of adequate funding for program and equipment
9. increased academic requirements for graduation
11. diversity of careers covered in marketing curriculum
11. difficulty keeping up with technology
11. lack of recognition from state government
11. lack of curriculum and materials
15. lack of corporate participation

Group Two Data

Of the original 24 challenges developed by Group Two, the following eight items were ranked.

1. lack of curriculum direction from the state
2. decreased high school enrollments
3. visibility of the marketing education program
4. more effective business involvement
5. adequate funding of the programs
6. increased college entrance requirements
7. lack of effective organization of the profession
8. keeping current with marketing trends

Combined Group Results

After the groups completed independently their ranking process, they came together to rank the top five challenges of each group. As the groups discussed their ten combined items, they concluded two challenges (public awareness and enrollment) were identical. Therefore, the final ranking of the top eight challenges as perceived by the two groups was:

1. decreased secondary enrollment
2. public awareness of marketing education (students, parents, and community)
3. lack of curriculum direction from the state
4. lack of local involvement in state-level DECA decision making
5. cost of DECA participation too high
6. lack of adequate funding for program and equipment
7. more effective business involvement
8. inconsistent judging of DECA written entries

Comparison with North Carolina Results

The Lucas and Miles (1989) study identified 30 concerns of North Carolina marketing education teachers (see Appendix A). These concerns were reported as the top ten concerns, the second top ten concerns and the third top ten concerns. In comparing their findings with the top eight

challenges as identified by Indiana teachers, it appears as if there is no corresponding item for five of the Indiana challenges. The challenges ranked first, third, fourth, seventh, and eighth by Indiana teachers are not listed among the top 30 concerns of North Carolina teachers.

The remaining three Indiana challenges appear to have a related item in the North Carolina list. Indiana challenge two, "lack of public awareness," is related to North Carolina item 8, "middle grade students not informed about ME." Challenge 5 from the Indiana list, "cost of DECA participation too high." is similar to items ranked two, five, and nine from the North Carolina list. These items were "financing chapter activities, cost of DECA are excessive, and high DECA dues hinder participation." The sixth ranked challenge from Indiana about lack of program funding is commensurate with North Carolina item 28 concerning lack of financing for equipment and materials.

Conclusions and Recommendations

Based upon the results of this study the following conclusions appear to be valid at this time.

Conclusions

1. Indiana secondary marketing education teachers perceive a variety of challenges relating to enrollment, public relations, curriculum, funding, and DECA.
2. Decreased secondary enrollment is perceived by Indiana secondary marketing education teachers to be their most important challenge.

3. DECA, mentioned in three of the top eight items, is an important challenge to Indiana secondary marketing education teachers.
4. Generally, the challenges perceived by Indiana secondary marketing education teachers are different from the concerns of North Carolina marketing education teachers.
5. Specifically, Indiana secondary marketing education teachers and North Carolina marketing education teachers share a challenge/concern related to DECA.

Recommendations

Consistent with the findings the following recommendations are offered.

1. The Indiana State-wide Marketing Education Management Team consider the ranking of perceived challenges as it participates in the Directions 90 Conference.
2. Marketing educators in Indiana including representatives of the Indiana Marketing Education Association, State Department of Education, and teacher education organize to develop a long-range strategy to deal with the perceived challenges.
3. Other states conduct similar studies using the Nominal Group Technique and share the results with the National Council For Marketing Education to determine those challenges which appear to be congruent on a national basis.

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Appendix A

Top Concerns of North Carolina Marketing Education Teachers as Reported by Lucas and Miles

Top Ten Concerns

1. Excess paperwork
2. Financing chapter activities
3. Lack of time for ME duties beyond regular teacher duties
4. No recognition or "comp" time given to after-school (evening) coordination visits
5. Cost of DECA are excessive
6. Time for coordination
7. Guidance counselors misunderstand the ME program
8. Middle grades students not informed about ME at secondary level
9. High DECA dues hinder participation
10. Difficulty in bringing all curriculum sources together

Second Top Ten Concerns

11. Lack of time for course preparation
12. Extra school duties interfere with coordination
13. Lack of a single text to serve an entire course
14. DECA competitive events do not coincide with curriculum as of DECA event date
15. Lack of financing for professional development
16. Inadequate facilities (office, storage, classroom)

17. Evaluator does not reflect the unique aspects of teaching when using the state evaluation form
18. Lack of access to computers in the classroom
19. The second year ME curriculum is unexciting
20. Recruiting new students for marketing education

Third Top Ten Concerns

21. Lack of recognition for a job well done
22. Time demands DECA places on instruction time
23. Other programs are adversely effecting ME enrollment
24. Lack of training in computer area
25. Not being able to interview-approve students for ME program
26. Marketing education is a dumping ground
27. Only a few ME teachers will do the work on a joint activity (ex., district competitive events conference)
28. Lack of financing for equipment and materials
29. Lack of a representative (high to low) range of student abilities
30. Lack of background in specific technical areas

Illinois Secondary Marketing Education Teachers' Perceived Needs for Inservice Education

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Running Head: Perceived Needs for Inservice Education

National Conference for Research in Marketing Education
1990
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Illinois Secondary Marketing Education Teachers' Perceived Needs for Inservice Education

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Abstract

The purpose of this study was to determine the needs for inservice education programs as perceived by secondary marketing education teachers in Illinois. In addition, three variables were tested to determine if they had a significant influence on perceived needs--sex, educational background (bachelors vs. masters degree), and socioeconomic status of students taught. For this study, an adapted version of the Teacher Needs Assessment Survey was used for data collection. The population consisted of secondary marketing education teachers in Illinois. Frequency tables were constructed to show a composite response for each item. To test the effect of the variables, an analysis of variance technique was used.

Studies which focus upon the self-perceived inservice needs of teachers appear to be limited and have been confined to specific states or regions of the country. A few masters theses and doctoral dissertations contain research related to teachers' perceived needs for inservice training programs. For example, Loney (1986) conducted a needs assessment for professional development of marketing education and office education inservice teachers in North Dakota for her masters thesis at the University of North Dakota. Peterson (1986) conducted an assessment of

perceived needs and inservice training preferences of full time faculty teaching in the areas of accounting, data processing, and economics in Michigan public community colleges.

Ingersoll, Jackson, and Walden, (n.d.) published a monograph entitled Teacher Training Needs, Conditions and Materials: A Preliminary Survey of Inservice Education. This report contains the results of a survey of several school systems in the midwestern region focusing upon inservice training activities (formally arranged activities for teachers designed to improve teaching), training materials, and conditions for providing inservice training.

The Stanford Center for Research and Development in Teaching in its report, Teacher Training Products: The State of the Field (1984), identified 574 products designated as inservice training materials. Since this report was a selective review, based on a restrictive definition of training materials, an even greater number of products is available. This may demonstrate a rush by educators to address inservice needs before they are fully aware of what teachers perceive as needs.

Much of the literature concerned with inservice training is in the form of "how to" articles. Examples of such works include: Clarke (1987) "How to Integrate Communication Skills into the Accounting Curriculum," Ramsey et al. (1987) "How to Teach Supervisor-Subordinate Relationships in a Basic Communications Class," and Golden et al. (1986) "How to Teach Legal Concerns in a Basic Business Communications Class." The literature also contains articles which describe inservice work-shops which have been conducted, Clemmensen (1985) "Inservice

Workshops help Develop Computer Literacy among Business Educators." Among other types of articles that appear in the related literature are those which offer suggestions as to how inservice programs should be conducted, Sears and Ritz (1984) "A Guide to Excellence in Inservice."

In the past, the Department of Adult, Vocational and Technical Education, Illinois State Board of Education, has published a Composite Evaluation Report for Occupational Education in the State of Illinois on an annual basis. Teacher educators were encouraged to review the report and discover areas which could be improved and to subsequently address such areas by developing and offering inservice training programs. One of the major limitations of these annual reports was that the areas evaluated were predetermined and were programmatic concerns as opposed to concerns about improved teaching/learning opportunities.

Indeed, there appears to be little paucity of literature relating to the need for schools to address inservice training programs. In fact, the 1987 Phi Delta Kappa Gallup Poll of the Public's Attitudes Toward the Public Schools revealed that only 43 percent of the nation's secondary teachers rated an A or B for their classroom performances. Thirty-five percent of the respondents rated secondary teachers' performances C, D, or F, and 22 percent of the respondents declined to offer a rating. Results from this poll, as well as recent reports addressing the need for excellence in education, acknowledge that the problem facing schools today goes beyond attracting capable teachers to

the profession--improved performances by teachers already in the profession must be achieved.

The Problem

This study was undertaken to determine the self-perceived needs for inservice education as expressed by secondary marketing education teachers in Illinois. In addition, the investigator wished to determine if selected variables--sex, educational background, and socioeconomic status of students taught--would have a significant difference in the respondents' self-perceived needs.

As a result, the following null hypotheses were tested:

Hypothesis I: There is no significant difference in the self-perceived need for inservice education between male and female secondary marketing education teachers in Illinois.

Hypothesis II: There is no significant difference between the self-perceived needs of secondary marketing education teachers possessing the bachelors degree and those possessing the masters degree for inservice education in Illinois.

Hypothesis III: There is no significant difference between the self-perceived needs of secondary marketing education teachers working with students classified in lower socioeconomic levels and those working with students classified in higher socioeconomic levels for inservice education in Illinois.

Scope of the Study

The scope of the study was confined to eight categories of competencies including:

1. Assessing and evaluating student behavior
2. Planning instruction

3. Conducting and implementing instruction
4. Performing administrative duties
5. Communicating and interacting
6. Developing personal skills
7. Developing pupil self
8. Coping with contemporary concerns

Other categories of inservice needs might have been compiled; however, such categories were beyond the scope of this study.

Limitations of the Study

Some limitations existed in this study. First, the population of secondary marketing education teachers was located in the state of Illinois. Thus, an assumption should not be made that the results were representative of all secondary marketing education teachers.

While the needs assessment instrument--developed by Ingersoll (1975)--had been validated and the reliability estimate of perceived training needs was .95, the investigator added one category of competencies--coping with contemporary concerns. As a result, possible imperfections of the instrument may have been present.

Definition of Terms

To facilitate common understanding of the terms utilized in the context of this research, the following definitions may be useful.

Inservice teacher education--refers to any planned activities designed for the professional growth of the teachers.

Teacher perceived need--refers to the teacher's interpretation of an instructional activity or competency that is needed to perform more effectively.

Significance of the Study

The need for inservice education is crucial. To keep abreast with the social, technological, and educational changes and to update educational competencies of teachers, it is imperative to provide an avenue for professional growth.

Teachers have different needs, abilities, and educational and occupational backgrounds. Inservice programs should be geared to teacher's individual needs and involve the participants in planning and implementing such programs.

The findings of this study may:

(1) Provide assistance to school districts as they individualize their inservice programs.

(2) Provide assistance in planning workshops, seminars, mini-courses, and other inservice programs for teachers.

(3) Provide information to teacher preparatory institutions engaged in preservice and inservice training of teachers.

(4) Provide the impetus for greater cooperation between universities and local school districts in providing for the continued professional growth of teachers.

Methodology

To obtain the necessary data, a needs assessment instrument was used. This section contains a description of the population, instrument design, and data analysis.

Population

The 1989-1990 Illinois DECA Directory was used to identify the secondary marketing education teachers who were asked to respond to the survey instrument. The Directory contained entries for each school within the state with an

active DECA chapter, that is, with a currently validated charter and membership dues-paying members. The names of eighty-one teachers were taken from the Directory. There were additional secondary marketing education teachers within the state; however, they were excluded because they did not meet the criterion for selection.

The population was sent a cover letter, survey instrument, and postage-paid return envelope. Three weeks later, a follow-up was sent to those who had not yet returned the instrument.

Usable completed survey instruments were returned by 58 marketing education teachers. This represented a 72 percent response rate.

Instrument

The Teacher Needs Assessment Survey, developed by Dr. Gary Ingersoll, was used for data collection. Ingersoll reported estimates of internal consistency for the instrument as .95, an exceptionally high reliability estimate. The investigator added one category of competencies--coping with contemporary concerns. The items included in this category were identified by the investigator and were based upon topical areas frequently suggested by secondary marketing education teachers and teacher educators as topical areas that should be addressed through inservice activities. No attempt was made to establish a reliability estimate for the one category added to the instrument.

The instrument (see Appendix) was designed to allow secondary marketing education teachers to indicate on a Likert-type scale whether or not inservice training in a specific area or skill would be beneficial.

Data Analysis

For each perceived need listed on the questionnaire, a mean score of the magnitude of the perceived need was derived. The score was calculated by averaging the numerical values assigned to the need by respondents. The lower the mean score for each item, the greater the perceived need for inservice education for that particular competency. Tables were constructed to show the total percentages of respondents by their magnitudes of perceived needs, mean scores, and standard deviations.

To test for significant differences between the groups according to selected variables--sex, educational background, and socioeconomic status of students taught--the computerized statistical package SPSSX was used to run multivariate analysis of variance (MANOVA) on the data.

Findings

When the composite means for each perceived need were less than 3.00, the mean was skewed toward a definite need for inservice education. As the value of the means declined, the magnitude of the perceived need for inservice education became greater. Likewise, as composite means exceeded 3.00 and continued to increase, the magnitude of the perceived need for inservice education declined. Table 1 contains the results of the Illinois secondary marketing education teachers' responses to the 57 perceived needs contained on the instrument. Only 19 of the 57 perceived needs generated means above 3.00. Thus, the secondary marketing education teachers expressed a perceived need for inservice education for 38 of the 57 competencies listed on the Teachers Needs Assessment Survey.

TABLE 1

SECONDARY MARKETING EDUCATION TEACHERS PERCEIVED NEEDS FOR INSERVICE EDUCATION

Perceived Need	PERCENT Def 1	2	3	4	Def Not 5	Mean[a]	Std. Dev.
1. Assessing and Evaluating Behavior							
a) Diagnosing basic learning difficulties .	15.8	31.6	13.2	31.6	7.9	2.84	1.26
b) Constructing and using tests for evaluating academic progress	18.4	18.4	13.2	36.8	13.2	3.08	1.36
c) Identifying student disabilities that need referral or special remedial work	5.3	42.1	21.1	23.7	7.9	2.87	1.10
d) Identifying student attitudes in order to better relate to problems	18.4	34.2	21.1	18.4	7.9	2.63	1.22
e) Establishing appropriate performance standards	13.2	42.1	13.2	21.1	10.5	2.74	1.25
f) Involving students in self-evaluation	7.9	42.1	18.4	23.7	7.9	2.82	1.14
g) Coping with the task of assigning grades	13.2	21.1	7.9	34.2	23.7	3.34	1.40
2. Planning Instruction							
a) Deciding what teaching technique is best for a particular intended outcome	7.9	36.8	15.8	34.2	5.3	2.92	1.12
b) Selecting and specifying performance objectives	5.3	50.0	10.5	26.3	7.9	2.82	1.14
c) Collaborating with other teachers or administrators in planning teaching activities	18.4	44.7	13.4	10.5	7.9	2.44	1.16
d) Creating useful remedial materials	13.2	42.1	13.2	28.9	2.6	2.66	1.12
e) Evaluating instruction/ instructional design	4.5	27.3	22.7	31.8	13.6	3.22	1.15
f) Developing instructional procedures or modifying procedures to suit your own strengths	7.9	52.6	13.2	21.1	5.3	2.63	1.08
g) Keeping abreast of developments in your own subject matter	44.7	34.2	10.5	7.9	2.6	1.90	1.06
h) Selecting and developing materials activities appropriate for individualized instruction	23.7	47.4	13.2	13.2	2.6	2.24	1.05

[a]scale: 1 = Definitely, 5 = Definitely not

(table continues)

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PERCEIVED NEED	PERCENT DEF 1	2	3	4	DEF NOT 5	MEAN	STD. DEV.
3. Conducting and Implementing Instruction							
a) Implementing individualized instruction and supervising individual activities	42.1	23.7	18.4	13.2	2.6	2.11	1.18
b) Implementing competency-based instructional approaches	28.9	47.4	7.9	10.5	5.3	2.16	1.13
c) Using questioning procedures that promote interaction discussion	26.3	44.7	7.9	13.2	7.9	2.32	1.23
d) Utilizing audio-visual equipment and other mechanical aids	2.6	28.9	7.9	34.2	26.3	3.53	1.25
e) Gearing instruction to the problem solving, inductive/deductive thinking level	28.9	44.7	10.5	13.2	2.6	2.16	1.08
f) Providing instruction geared to the attitudinal domain (i.e., work habits, ethics, honesty, and attendance)	42.1	36.8	7.9	10.5	2.6	1.95	1.09
g) General presenting of information and directions	13.5	21.6	18.9	29.7	16.2	3.14	1.32
h) Providing for motivation and reinforcement	15.8	47.4	15.8	13.2	7.9	2.50	1.16
i) Deciding on appropriate pupil grouping procedures for instruction	2.7	16.2	29.7	37.8	13.5	3.43	1.02
j) Constructively using evaluation in helping student progress	5.3	34.2	26.3	28.9	5.3	2.95	1.04
4. Performing Administrative Duties							
a) Managing classroom affairs in order to get maximum benefit from supervising aids, tutors, etc.	--	22.2	13.9	30.6	33.3	3.75	1.16
b) Arranging the physical environment (i.e., deciding on seating arrangements, etc.)	5.4	18.9	8.1	35.1	32.4	3.70	1.27
c) Compromising personal administrative practices with directives from the principal, etc.	2.7	18.9	5.4	43.2	29.7	3.78	1.16
d) Knowing where to refer student problems beyond what can be handled by the teacher	2.7	13.5	10.8	54.1	18.9	3.73	1.01
e) Deciding upon which methods of classroom discipline to use and when to use them	13.5	21.6	5.4	37.8	21.6	3.32	1.40

(table continues)

PERCEIVED NEED	PERCENT DEF 1	2	3	4	DEF NOT 5	MEAN	STD. DEV.
5. Communicating and Interacting							
a) Marketing your marketing education program	42.1	47.4	7.9	2.6	--	1.71	.73
b) Communicating and interacting with parents	13.2	36.8	10.5	28.9	10.5	2.87	1.28
c) Counseling and confering with students	10.5	36.8	7.9	26.3	18.4	3.05	1.36
d) Representing school and school programs at meetings	10.5	18.4	21.1	28.9	21.1	3.32	1.30
e) Involving others in the school program	13.2	36.8	13.2	23.7	13.2	2.87	1.30
f) Maintaining professional relationships with other teachers, administrators, and counselors	13.2	10.5	15.8	26.3	34.2	3.58	1.41
6. Developing Personal Skills							
a) Developing a personal self-evaluation method	13.2	21.1	10.5	34.2	21.1	3.29	1.37
b) Developing a broad acceptance of self	10.5	10.5	13.2	42.1	23.7	3.58	1.27
c) Accepting responsibilities	10.5	5.3	7.9	44.7	31.6	3.82	1.25
d) Developing a capacity of accepting others' feelings	5.4	13.5	2.7	48.6	29.7	3.84	1.17
7. Developing Pupil Self							
a) Facilitating pupil self-concept and worth	26.3	36.8	10.5	13.2	13.2	2.50	1.37
b) Facilitating pupil social interaction	21.1	31.6	7.9	21.1	18.4	2.84	1.46
c) Facilitating development of pupil responsibility	36.8	34.2	13.2	5.3	10.5	2.18	1.29
d) Stimulating growth of pupil attitudes and values	34.2	36.8	13.2	5.3	10.5	2.21	1.28
e) Instilling in the student the will to learn on his/her own initiative	34.2	39.5	10.5	7.9	7.9	2.16	1.22

(table continues)

PERCEIVED NEED	PERCENT DEF 1	2	3	4	DEF NOT 5	MEAN	STD. DEV.
8. Coping With Contemporary Concerns							
a) Using MarkEd Resource Center Learning Activity Packets (LAPS) as learning resources	34.2	31.6	21.1	7.9	5.3	2.18	1.16
b) Integrating micro-computers into the classroom for teaching data bases and spread-sheets and responding to simulations	34.2	42.1	10.5	7.9	5.3	2.08	1.12
c) Using microcomputers for generating tests from automated test banks, maintaining an electronic gradebook, generating competency test lists, etc.	26.3	34.2	13.2	13.2	13.2	2.53	1.37
d) Teaching entrepre-nural knowledge and skills	34.2	50.0	7.9	5.3	2.6	1.92	.94
e) Designing the marketing education curriculum	23.7	50.0	10.5	7.9	7.9	2.26	1.16
f) Using the National Framework and core competencies	26.3	34.2	21.1	13.2	5.3	2.37	1.17
g) Applying marketing strategies to the service industry	26.3	34.2	21.1	13.2	5.3	2.37	1.17
h) Incorporating State Goals for Learning into the marketing education curriculum	39.1	21.7	17.4	13.0	8.7	2.30	1.36
i) Developing an "academic" marketing education course	31.6	34.2	7.9	15.8	10.5	2.40	1.37
j) Identifying teaching/ learning resources including software as well as traditional sources	28.9	44.7	15.8	5.3	5.3	2.13	1.07
k) Using DECA as a cocurricular activity	28.9	23.7	15.8	13.2	18.4	2.68	1.49

The ten perceived needs and their composite means for inservice education ranked as most crucial by the respondents were as follows:

Marketing your marketing education program	1.71
Keeping abreast of developments in your own subject matter	1.90
Teaching entrepreneurial knowledge and skills	1.92
Providing instruction geared to the attitudinal domain	1.95
Integrating computers into the classroom for teaching data bases and spreadsheets and responding to simulations	2.08
Implementing individualized instruction and supervising individual activities	2.11
Identifying teaching/learning resources including software as well as traditional sources	2.13
Selecting and specifying performance objectives	2.16
Gearing instruction to the problem solving, inductive/deductive thinking level	2.16
Instilling in the student the will to learn on his/her own initiative	2.16

The composite means of the eight categories of competencies may also be used to compare the categories in terms of perceived need for inservice education. Thus, as shown below, respondents perceived their greatest needs for inservice education in the category labeled Coping with Contemporary Concerns.

Coping with Contemporary Concerns	2.33
Developing Pupil Self	2.38
Planning Instruction	2.61
Conducting and Implementing Instruction	2.63

Assessing and Evaluating Behavior	2.90
Communicating and Interacting	2.90
Performing Administrative Duties	3.60
Developing Personal Skills	3.63

Results of the multivariate analysis of variance test revealed no significant differences between the responses of males and females. Thus, the univariate test for significant differences was not tabulated and there was no rejection of the hypothesis which stated: There is no significant differences in the self-perceived needs for inservice education between male and female secondary marketing education teachers in Illinois.

Likewise, the results of the multivariate analysis of variance test revealed no significant differences between the responses of secondary marketing education teachers possessing the bachelors degree and those possessing the masters degree. As a result, the univariate test was not tabulated and there was no rejection of the null hypothesis which stated: There is no significant difference between the self-perceived needs for inservice education between secondary marketing education teachers possessing the bachelors degree and those possessing the masters degree.

Finally, the multivariate analysis of variance test was conducted to determine if significant differences existed between the responses of teachers working with students classified in lower socioeconomic levels and those working with students classified in higher socioeconomic levels. Since no significant difference was revealed, there was no need to conduct the univariate test and there was no rejection of the null hypothesis

which stated: There is no significant difference between the self-perceived needs of secondary marketing education teachers working with students classified in lower socioeconomic levels and those working with students classified in higher socioeconomic levels for inservice education in Illinois.

Discussion

To compensate for the lack of specificity implicit in factor analysis, the data within the factors were analyzed more closely. To study overall patterns of training needs, ratings of the teachers on each of the items may need to be converted to adjusted mean scores. The adjusted mean rating is an arithmetic transformation of the Likert data into a common format. Overall, perfectly unbiased distributions of such adjusted means would yield an average rating of 3.00. However, there was a tendency in these data (sometimes referred to the Polyanna effect) to rate all the items as more positive. The average adjusted mean was 2.79, reflecting this bias.

Conclusions

As a result of the bias, it was concluded that it was more appropriate to compare average ratings within the factors to the overall average rating rather than to the "neutral" 3.00. It was further concluded that the result of such comparisons should yield pertinent patterns of training needs from the teachers' perspectives.

Finally, it was concluded that secondary marketing education teachers in Illinois may benefit from inservice education that addresses 30 of the 57 competencies examined in this study when adjusted means are considered.

Recommendations

The following recommendations are offered by the investigator.

1. Workshops or seminars that address the self-perceived needs of secondary marketing education teachers should be provided.
2. The data collected for this study should be further analyzed to determine if inservice education programs should be individualized for selected teachers whose self-perceived needs differ from group means.
3. Teaching/learning materials suitable for use in providing inservice education in areas of self-perceived needs should be identified or, in some cases, developed.
4. Additional studies should be undertaken on a periodic basis to discover the needs of secondary marketing education teachers.

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QUESTIONNAIRE

MARKETING EDUCATION TEACHERS

Directions: Below are listed a number of generally recognized problem areas in which teachers could possibly be helped through in-service methods. Please respond to each of the following items. Read each item and decide whether it constitutes a need for you. Indicate with an "X" the degree to which you feel in-service help would be beneficial in each case. Use the following scale to complete the questionnaire:

1 = definitely
2 = probably
3 = don't know
4 = probably not
5 = definitely not

First, you may help us by filling in important information in the blanks provided.

Your sex _____

Years teaching experience _____

Number of students enrolled in marketing education courses _____

Grade levels taught _____

Students in your classes are mostly from:
_____ lower socioecenomic level
_____ higher socioeconomic level

Your educational background:
_____ Bachelor's Degree (B.S. to 19 hours above)
_____ Master's Degree (20 hours beyond B.S. to doctorate)

	YOURSELF				
	DEF				DEF NOT
	1	2	3	4	5
1. ASSESSING & EVALUATING BEHAVIOR					
(a) Diagnosing basic learning difficulties	|——	—|——	—|——	—|——	—|
(b) Constructing and using tests for evaluating academic progress	|——	—|——	—|——	—|——	—|
(c) Identifying student disabilities that need referral or special remedial work.	|——	—|——	—|——	—|——	—|
(d) Identifying student attitudes in order to better relate to problems	|——	—|——	—|——	—|——	—|
(e) Establishing appropriate performance standards	|——	—|——	—|——	—|——	—|
(f) Involving students in self-evaluation	|——	—|——	—|——	—|——	—|
(g) Coping with the task of assigning grades	|——	—|——	—|——	—|——	—|

	YOURSELF				
	DEF				DEF NOT
	1	2	3	4	5
2. PLANNING INSTRUCTION					
(a) Deciding what teaching technique is best for a particular intended outcome					
(b) Selecting and specifying performance objectives					
(c) Collaborating with other teachers or administrators in planning teaching activities					
(d) Creating useful remedial materials					
(e) Evaluating instruction/instructional design					
(f) Developing instructional procedures or modifying procedures to suit your own strengths					
(g) Keeping abreast of developments in your own subject matter					
(h) Selecting and developing materials activities appropriate for individualized instruction					
3. CONDUCTING & IMPLEMENTING INSTRUCTION					
(a) Implementing individualized instruction and supervising individual activities					
(b) Implementing competency-based instructional approaches					
(c) Using questioning procedures that promote interaction discussion					
(d) Utilizing audio-visual equipment and other mechanical aids					
(e) Gearing instruction to the problem solving, inductive/deductive thinking level					
(f) Providing instruction geared to the attitudinal domain (i.e., work habits, ethics, honesty, and attendance)					
(g) General presenting of information and directions					
(h) Providing for motivation and reinforcement					
(i) Deciding on appropriate pupil grouping procedures for instruction					
(j) Constructively using evaluation in helping student progress					
4. PERFORMING ADMINISTRATIVE DUTIES					
(a) Managing classroom affairs in order to get maximum benefit from supervising aides, tutors, etc.					
(b) Arranging the physical environment (i.e., deciding on seating arrangements, etc.)					
(c) Compromising personal administrative practices with directives from the principal, etc.					
(d) Knowing where to refer student problems beyond what can be handled by the teacher					
(e) Deciding upon which methods of classroom discipline to use and when to use them					
(f) Effectively meeting immediate classroom problem situations without appearing as an ogre to the students					

	YOURSELF				
	DEF				DEF NOT
	1	2	3	4	5

5. COMMUNICATING AND INTERACTING

(a) Marketing your marketing education program
(b) Communicating and interacting with parents
(c) Counseling and confering with students
(d) Representing the school and school programs at meetings
(e) Involving others in the school program
(f) Maintaining professional relationships with other teachers, administrators, and counselors

6. DEVELOPING PERSONAL SKILLS

(a) Developing a personal self-evaluation method
(b) Developing a broad acceptance of self
(c) Accepting responsibilities
(d) Developing a capacity of accepting others' feelings

7. DEVELOPING PUPIL SELF

(a) Facilitating pupil self-concept and worth
(b) Facilitating pupil social interaction
(c) Facilitating development of pupil responsibility
(d) Stimulating growth of pupil attitudes and values
(e) Instilling in the student the will to learn on his/her own initiative

8. COPING WITH CONTEMPORARY CONCERNS

(a) Using MarkEd Resource Center Learning Activity Packages (LAPS) as learning resources
(b) Integrating microcomputers into the classroom for teaching data bases and spreadsheets and responding to simulations
(c) Using microcomputers for generating tests from automated test banks, maintaining an electronic gradebook, generating competencey tests lists, etc.
(d) Teaching entrepreneural knowledge and skills
(e) Designing the marketing education curriculum
(f) Using the National Framework and core competencies
(g) Applying marketing strategies to the service industry
(h) Incorporating State Goals for Learning into the marketing education curriculum
(i) Developing an "academic" marketing education course
(j) Identifying teaching/learning resources including software as well as traditional sources
(k) Using DECA as a cocurricular activity
(l) (Other)_____

_____

MICROCOMPUTER LITERACY OF MARKETING EDUCATION, BUSINESS EDUCATION, AND BUSINESS STUDENTS

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MICROCOMPUTER LITERACY OF MARKETING EDUCATION, BUSINESS EDUCATION, AND BUSINESS STUDENTS

ABSTRACT

The purpose of this study was to gather data to evaluate the microcomputer literacy of marketing education, business education, and business students. The study also reviewed student's attitudes about microcomputer usage in their skills enhancement in writing, math, and problem-solving. microcomputer usage in their courses, and the impact of microcomputer literacy on their career.

It was concluded that business education students typically had higher levels of microcomputer literacy, a more positive belief that microcomputer usage enhanced their skills in writing. math, and problem-solving, agreed with the positive impact of microcomputer usage in their courses, and agreed with the positive impact of microcomputer literacy on their career. Marketing education students rated second highest in these areas, followed by business students, and non-business students.

INTRODUCTION

Microcomputer knowledge is becoming an increasingly important skill for college graduates. Both in business and for those preparing to teach business subjects, a strong foundation of computer skills is a necessity in a student's college preparation. According to Carroll (1982), computer expertise was an irrepressible force in business and microcomputer ability may be the key to success for young business executives. Frand and McLean (1986) concluded that the most important computing issue facing colleges was the integration of computers into the business curriculum.

Zahn (1981) stated business educators must be able to apply computer technology and provide computer preparation to students in their classrooms. According to Titen (1983) existing programs in marketing education must expand to include microcomputer competencies that will equip students to function in the world. Searle (1986) concluded in a national study of marketing educators that more pre-service and in-service opportunities were needed for secondary marketing teacher coordinators to address their needs relative to microcomputers.

To enhance academic preparation it has become increasingly important to analyze student competency, knowledge, and confidence using a computer. From this information, education and business students can be better prepared to meet the challenges of their chosen career.

Purpose and Objective of the Study

The purpose of this study was to gather data to evaluate the microcomputer literacy of marketing education, business education, and business students at State University College at Buffalo. Microcomputer literacy was based on student's level of competence, level of confidence, and knowledge of microcomputers.

This study also reviewed student attitudes about microcomputer usage as part of their skill enhancement in math, writing, and problem-solving. Also the study examined microcomputer usage in their courses, and the impact of microcomputer literacy on their career.

Specifically the objectives of this study were as follows:

1. To describe the microcomputer literacy levels of business education, marketing education, and business students.
2. To determine the impact of microcomputer literacy on skill enhancement of business education, marketing education, and business students.
3. To describe the impact on coursework that microcomputer usage will have on business education, marketing education, and business students.
4. To describe the career impact that microcomputer usage will have on business education, marketing education, and business students.
5. To describe demographic variables of interest.

Hypotheses

The following null hypotheses were tested in this study:

Ho 1: There would be no difference in mean responses of business education, marketing education, and business students on microcomputer literacy levels.

Ho 2: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer literacy on skill enhancement.

Ho 3: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer usage on their coursework.

Ho 4: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer literacy on their careers.

Limitations

The findings and conclusions were limited to the population of this study, students enrolled in business courses at State University College at Buffalo during Spring Semester, 1989.

METHODOLOGY

The population selected for this study included all students enrolled in graduate and undergraduate business and business/marketing education courses at State University College at Buffalo during Spring Semester 1989.

Questionnaire Design

To obtain required information to meet the established objectives for this study, a questionnaire was developed by the Business Department faculty. To increase the reliability of this study a pilot test was carried out in two business

classes. To increase the validity of this study a faculty panel reviewed the questionnaire for content and objectives. Their consensus supported the content and objectives.

Data Collection and Data Analysis

Data were collected from 925 students who were enrolled in business classes during the Spring Semester, 1989. Students who were in multiple business classes were requested to only complete the questionnaire once.

Data were analyzed through SSPS/PC+. Summary information was presented using descriptive statistics, crosstabs, and analysis of variance.

RESEARCH FINDINGS

To describe the mean responses of each group, intervals were established for each response scale. The intervals were

1.00 - 1.49 Strongly Agree

1.50 - 2.49 Agree

2.50 - 3.49 Neither Agree nor Disagree

3.50 - 4.49 Disagree

4.50 - 5.00 Strongly Disagree

Microcomputer Literacy

Ho 1: There would be no difference in mean responses of business education, marketing education, and business students on microcomputer literacy levels.

A student's microcomputer literacy was based on his/her level of competence, level of confidence, and knowledge of microcomputers.

According to Table 1, there was significance on all three variables and the null hypothesis was rejected. These

data suggested that business education students considered themselves as more competent, as more confident, and as more knowledgeable in the use of microcomputers than any other group. Marketing education students considered themselves as more competent, as more confident, and as more knowledgeable in the use of microcomputers than business students. Business students considered themselves as more competent, as more confident, and as more knowledgeable in the use of microcomputers than non-business students.

These data also suggested a ranking of business education students having the highest microcomputer literacy skills, followed by marketing education, business, and non-business students. Generally, education students had higher levels of microcomputer literacy than business students.

TABLE 1: Microcomputer Literacy

QUESTION	MEAN M.E. n=32	MEAN B.E. n=41	MEAN Bus. n=354	MEAN Non-Bus n=397	F Ratio	F Prob.
Q1 Competence	3.13	2.78	3.19	3.20	2.966	.03
Q2 Confidence	2.94	2.66	3.08	3.18	4.461	<.01
Q3 Knowledge	3.19	2.73	3.23	3.25	5.546	<.01

Q1. My level of competence in using microcomputers.

Q2. My level of confidence in using microcomputers.

Q3. My level of knowledge of microcomputers.

Microcomputer Impact on Skill Enhancement

Ho 2: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer literacy on skill enhancement.

A student's skill enhancement was based on skills in writing, math, and problem-solving. The null hypothesis was accepted for math skills and problem-solving skills and rejected for writing skills. These data suggested a difference between business education, marketing education, and business students on the impact of microcomputer literacy on writing skill enhancement.

Table 2 suggested that business education students considered microcomputer usage in courses as more likely to enhance their writing skills, their math skills. and their problem-solving skills than other groups. Marketing education students considered microcomputer usage in courses as more likely to enhance their writing skills and their math skills than business students reported. Business and non-business students agreed that microcomputers would enhance their problem-solving skills.

These data suggested that business education and marketing education students perceiving higher levels of writing skill and math skills enhancement from microcomputers than business or non-business students. In the area of problem-solving skills. marketing education students had the lowest level of agreement.

TABLE 2: Microcomputer Impact on Skill Enhancement

QUESTION	MEAN M.E. n=38	MEAN B.E. n=44	MEAN Bus. n=397	MEAN Non-Bus n=443	F Ratio	F Prob.
Q4 Writing	2.24	2.11	2.59	2.65	5.748	<.01
Q5 Math	2.84	2.77	2.92	2.85	.627	NS
Q6 Problem-Solving	2.52	2.29	2.37	2.47	1.391	NS

Q4. The use of microcomputers in courses will enhance my writing skills.

Q5. The use of microcomputers in courses will enhance my math skills.

Q6. The use of microcomputers in courses will enhance my problem-solving skills.

Microcomputer Impact on Courses

Ho 3: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer usage on coursework.

Microcomputer impact on coursework was based on more courses requiring microcomputer use, apprehension about using microcomputers in courses, microcomputer usage making coursework more difficult, creating more work, and causing assignments to be too time consuming. The null hypothesis was accepted for more courses requiring microcomputer usage and microcomputer usage making coursework more difficult. The null hypothesis was rejected for student's apprehension about using microcomputers in class, creating more work, and causing assignments to be too time consuming.

According to Table 3, business education and marketing education students had the highest level of agreement that more courses should require microcomputer usage. Increased

course usage of microcomputers should lead to enhanced skills and a better preparation necessary for effectively teaching business and marketing courses in the New York secondary school business/marketing education curriculum.

Business education and marketing education students were less apprehensive about using microcomputers in their courses that business or non-business students. This could be attributed to being older and more experienced with microcomputers.

TABLE 3: Microcomputer Impact on Courses

QUESTION	MEAN M.E. n=38	MEAN B.E. n=44	MEAN Bus. n=397	MEAN Non-Bus n=438	F Ratio	F Prob.
Q7 more courses	2.13	2.12	2.26	2.37	1.785	NS
Q8 apprehensive	3.39	3.68	3.17	3.18	3.740	<.01
Q9 more diff.	3.63	3.80	3.42	3.18	.771	NS
Q10 more work	3.72	3.66	3.04	3.05	8.402	<.01
Q11 more time	3.51	3.84	3.03	3.04	9.201	<.01

Q7. There should be more courses requiring microcomputer use at Buffalo State College.

Q8. I am apprehensive about using microcomputers in my courses.

Q9. Using microcomputers for class assignments will make coursework more difficult.

Q10. Using microcomputers for assignments creates more work.

Q11. Using microcomputers for assignments is too time consuming.

Microcomputer Impact on Career

Ho 4: There would be no difference in mean responses of business education, marketing education, and business students on the impact of microcomputer literacy on their career.

Career impact was based on microcomputer usage being necessary for success in a student's chosen field, necessary for success in a student's chosen career, and the emphasis that microcomputer usage had in the business community. The null hypothesis was rejected. There were differences between business education, marketing education, and business students on the impact of microcomputers on their career.

Table 4 reported that business education students agreed microcomputer literacy was important for success in their field of study and in their career and as more important than any other group. Marketing education students recorded higher levels of agreement than business students while business students recorded higher levels of agreement than non-business students.

Business education and marketing education students disagreed that microcomputer usage was overemphasized in the business community. Business students also disagreed that microcomputer usage was overstated in the business community.

TABLE 4: Microcomputer Impact on Career

QUESTION	MEAN M.E. n=38	MEAN B.E. n=44	MEAN Bus. n=397	MEAN Non-Bus n=443	F Ratio	F Prob.
Q12 nec-field	1.84	1.57	1.96	2.29	13.934	<.01
Q13 nec-career	1.76	1.57	2.02	2.35	15.808	<.01
Q14 overemph.	3.82	4.12	3.56	3.46	7.003	<.01

Q12. Use of a microcomputer is necessary for success in my field of study.

Q13. Use of a microcomputer is necessary for success in my career.

Q14. Microcomputer usage is overemphasized in the business community.

Demographics

Demographic variables utilized in this study were reported in this section. These variables included school status, school attendance, major, year of high school graduation, marital status, sex. ethnicity, disability, and household income.

Demographic Variables

Major: Forty-eight percent of respondents were non-business majors, 43% were business majors, 5% were business education majors, and 4% were marketing education majors.

School Status: Forty-two percent of business education, 17% of marketing education, 6% of non-business, and 1% of business majors were graduate students. Forty percent of business, 25% of marketing education and non-business, and 25% of business education majors were seniors. Business education (67%) and marketing education (42%) students tended to be seniors or graduate students.

School Attendance: Seventy-nine percent of non-business, 77% of business, 67% of marketing education, and 56% of business education students were full time. Marketing education and business education students were less likely to be full time students.

Age: Seventy-seven percent of business and non-business students were between the ages of 18 to 24. Forty-two percent of both business education and marketing education students wre between the ages of 18 to 24. Business education and marketing education students were typically older than business students.

Year of High School Graduation: Sixty-five percent of business and non-business students, 27% of marketing education students, and 19% of business students graduated after 1984. This indicated that business education and marketing education students tended to be older.

Marital Status: Eighty-four percent of business and non-business majors were single while 56% of marketing education and 49% of business education students were single. More business education and marketing education students were married.

Sex: Fifty-six percent were female. Seventy percent of marketing education, 67% of business education, 56% of non-business majors, and 54% of business majors were female. Marketing education and business education majors were more likely to be female.

Ethnicity: Eighty-six percent were white (n = 781), 7% were black (n = 65), and 9% were other minorities (n = 71).

Disability: Ninety-two percent reported no disability. Sixteen percent of marketing education and 5 percent of business education students reported a disability.

Household Income: Fifty-two percent of business education, 50% of marketing education, 43% of non-business, and 37% of business students reported household income of less than $29,999. Business education and marketing education students tended to come from families with higher incomes.

CONCLUSIONS

The following conclusions were generated from this study:

1. Microcomputer Literacy Levels

   Business education students had higher levels of microcomputer literacy than marketing education or business students.

Marketing education students had higher levels of microcomputer literacy than business students.

2. Skill Enhancement

Business education and marketing education students agreed that microcomputer usage would lead to higher level of skill enhancement in writing. Business students were neutral.

Business education, marketing education, and business students were neutral that microcomputer usage would lead to higher level of skill enhancement in math.

Business education students agreed, while marketing education, and business students were neutral that microcomputer usage would lead to higher level of skill enhancement in problem solving.

3. Impact on Coursework

Business education and marketing education students reported higher levels of agreement than business students that more courses should require microcomputer usage.

Business education and marketing education students reported being less apprehensive than business students in microcomputer usage.

Business education and marketing education students disagreed that courses with microcomputer usage would be more difficult. Business students were neutral.

Business education and marketing education students disagreed that courses that utilized microcomputers would be more work. Business students were neutral. Business education and marketing education students disagreed that courses with microcomputer usage would be more time consuming. Business students were neutral.

4. Career Impact

Business education, marketing education, and business students agreed that microcomputer literacy was necessary in their field of study.

Business education, marketing education, and business students agreed that microcomputer literacy was necessary in their career.

Business education, marketing education, and business students disagreed that microcomputer usage was over-emphasized in the business community.

RECOMMENDATIONS

To further develop business education and marketing education student's microcomputer literacy, increased microcomputer usage should be implemented in teacher preparation programs.

Business courses should increase microcomputer usage enhance the microcomputer skills & application abilities of business concepts for business & education students.

Business education and marketing education faculty members should work with business faculty members to develop and to implement increased computer usage in business courses that future teacher complete.

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THE TEACHERS OF MARKETING EDUCATION TEACHERS

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Foreword

The data and related information reported in this paper are a preliminary subset of a larger data base on vocational teacher education recently created under a project funded at Virginia Polytechnic Institute and State University by the National Center for Research in Vocational Education, The University of California at Berkeley (the Center). The primary purpose of the project is to provide baseline data from which more specific and informed studies of teaching and teacher education in vocational education can be launched. The results of this descriptive study are intended to overcome the present lack of knowledge about where, when, what, how, to whom, and by whom vocational teacher education, including marketing education, is provided.

Data and information provided in this paper are primarily about the professors of marketing teacher education: their demographics, occupational experience, education experiences, academic productivity, and future plans. The data are preliminary; they are subject to further verification, analysis, and review prior to official publication. Thus, the data reported herein are not to be cited without permission of the authors and/or the Center.

It is envisioned that these and other data (e.g., about institutional and administrative characteristics, specific vocational program characteristics, enrollment trends, and curriculum and instruction) from the larger data base will be published by the Center in 1990.

Introduction

Criticism of American education in the 1980s has been severe. Besides A Nation at Risk, over 30 major reports have focused on the poor performance of students and the quality of schools, curricula, and teachers. Although teacher education programs were often implicitly or explicitly held accountable for many of the perceived failures of public education, the early education reports focused primarily on reform of the curriculum for elementary and high school students.

However, in 1986, with the release of reports from the Holmes Group and Carnegie Forum on Education and the Economy, a shift in the quest for excellence became evident. These teacher education reform reports helped to provide the impetus which resulted in significant changes in teacher education and state-required certification, beginning in the mid 1980s. Various surveys and data sets indicate that 46 states initiated over 1,000 pieces of legislative action to reform teacher education and certification policies (Darling-Hammond & Berry, 1988; Sandefeur, 1986).

Teacher education seemingly has moved to the center stage of the education reform movement based on the perception that school improvement must begin with the upgrading of teacher quality. This "second wave" of reform has focused primarily on relatively quantifiable measures; e.g., teacher test scores, subject-matter credit or degree requirements, hours or weeks of required clinical experiences, and so forth (Lynch & Griggs, 1989).

Unfortunately, few of the reform mandates seem to be based on any substantive body of research or knowledge base. In fact, little research has been conducted on teacher education. Lanier & Little (1986) stated, "research on teaching teachers stands in stark contrast to research on teaching youngsters." This seems surprising in that teacher education programs comprise a relatively large percentage of enrollments at over 70% of our nation's colleges and universities. Over 1,200 institutions of higher education engage in teacher education, and both undergraduate and graduate programs in education units serve substantial percentages of these institutions' students. For example, 12% of the full-time undergraduate enrollment at baccalaureate-level institutions and 33% of the graduate enrollment at master's-level institutions are in education. At doctorate-level institutions, 8% of the full-time undergraduate, 14% of the full-time graduate, and 26% of the part-time graduate students are in education units (American Association of Colleges for Teacher Education, 1987). Furthermore, most teachers are trained in public, graduate-level institutions of which 73% are accredited by NCATE (Kluender, 1984). Thus, it would appear logical that research about teacher education would be strongly emphasized because of the large members of students involved and the apparent commitment to teacher education from research-oriented colleges and universities.

Numerous explanations have been postulated for the dearth of research in teacher education, including the difficulty in defining a teacher educator and the teacher education population (Ashburn, Mann, Barrett, & Schneiderman, 1988). It has also been cited that research in teacher education is less salient than other lines of education inquiry or that it has been--and may always be--an ancillary (i.e., relatively unimportant) activity (Lanier & Little, 1986; Troyer, 1986; Lynch 1988). Troyer (1986) even went so far as to say, "perhaps we fear that common criticisms of teacher educators will be substantiated, or that additional criticisms will be forthcoming as a result of new findings" p.6. Perhaps a more plausible explanation is that teacher education hasn't had to produce research about its philosophy or mission, curricula, students, professors, standards, methods, etc.--in effect, measures of its effectiveness--until so demanded by or implied through the education reform reports.

While the body of research on teacher education in general tends to be limited, research and data on vocational teacher education seems to be practically nonexistent. Even the recent research efforts initiated to gain a better understanding of teacher education and teacher educators have not included or have failed to segment out data specific to vocational teacher education. Without good data, there is not good information on which to base policy and teacher education reform decisions.

Thus, the primary purpose of this study was to provide baseline data on preservice vocational teacher education programs, including marketing education. Data were gathered across the same dimensions from many colleges and universities which offer vocational teacher education. The results of this descriptive study, partially presented herein, are intended to overcome the present lack of knowledge about where, when, what, how, to whom, and by whom vocational teacher education is provided. The data provide information which should help better inform and guide the providers and pertinent decision makers on improving vocational teacher education within a context of education reform. The data should also be used as a basis from which to launch more specific and informed studies of teaching and teacher education in vocational education.

Method

Objectives for collecting the data were drawn from contemporary literature citing the need for accurate, reliable information on which to base reform in vocational teacher education. The most perplexing problem was initially deciding which data were most important to obtain. As discussed by Yarger (1989), balancing a desire to know a great deal about teacher education with a recognition that respondent burden can seriously affect the completeness and quality of the data force data gatherers to make many very difficult choices.

The conceptual frameworks and instruments from the American Association of Colleges of Teacher Education's study, Research About Teacher Education (RATE); John Goodlad's study, Studying the Education of Educators; and the National Center for Education Statistics' study, School and Staffing Survey were reviewed for relevance and adaptability for purposes of this study. Personal or telephone discussions were conducted with researchers on each of these projects to help further conceptualize the instruments and data gathering system for purposes of this study.

Instrumentation

Two survey instruments were used to collect data: an Institutional Questionnaire and a National Survey of Professors of Vocational Teacher Education. A draft of the instruments was developed for review and input from an Advisory Committee established to consult on this project. Improvements and adjustments were made in the substance and format of this instrument as a result of the review by the Advisory Committee. Additional reviews of the instruments were completed by teacher educators in the Divisions of Vocational and Technical Education and Curriculum and Instruction at Virginia Polytechnic Institute and State University.

The Institutional Questionnaire solicited data in three broad categories: institutional characteristics, vocational teacher education program characteristics, and student admission and exit requirements. A final open-ended question was included to obtain some initial perspective of any education reform measures now taking place in vocational teacher education at that institution. The National Survey of Professors of Vocational Teacher Education instrument obtained data on the teacher educators' demographic and professional characteristics, occupational experiences, education experiences, time spent on professional activities, future plans in higher education, and undergraduate and graduate courseload and advising. In an open-ended question, marketing education professors were asked to describe any important, recent changes in teacher education, including marketing teacher education, at their college or university emanating from education reform movements.

Population

There is not a published, comprehensive listing of all vocational teacher education programs and faculty at colleges and universitites in this country. However, directories are published for specific program areas by government personnel or professional organizations. The project staff reviewed seven directories to create a comprehensive listing of all vocational and technical teacher education programs in this country. The directory, Teacher Education Personnel for Marketing Education, compiled by Edwin L. Nelson, U. S. Department of Education, October, 1988, was used to identify programs and professors of marketing teacher education.

Information commingled from the seven directories yielded a total of 432 colleges or universities purporting to offer one or more preservice vocational teacher education programs. According to information gleaned from these directories, there were 92 teacher education programs in agricultural education, 237 in business education, 31 in health occupations education, 267 in home economics education, 89 in marketing education, 99 in vocational special needs, 178 in technology education (industrial arts), and 120 in trade and industrial education. All 50 states, The District of Columbia, Guam (at the Guam Community College), and Puerto Rico offer at least one college or university vocational teacher education program. Forty-two states offer at least one marketing teacher education program; neither Guam, Puerto Rico, Washington, D.C., nor eight states (Alaska, Delaware, Iowa, Maine, Massachusetts, Montana, Nevada, Rhode Island) offer any programs in marketing teacher education.

An a priori decision was made not to attempt to survey all 432 colleges and universities purporting to have a vocational teacher education program. Rather, those colleges and universities in any of the states that were listed in directories as providing four or more of the seven traditional specialized program areas of vocational education: agricultural education, business education, health occupations education, home economics education, marketing education, technology education (industrial arts), or trade and industrial education were included in the survey. Institutions were also surveyed if they offered at least three of the traditional vocational subject areas and a program to prepare vocational teachers to work with special populations. Although an arbitrary cut-off point for purposes of this study, the offering of at least four traditional vocational teacher education programs is also one of the requirements for admission into the University Council on Vocational Teacher Education and is considered by the UCVE to be an important criteria in determining a college or university's commitment to vocational teacher education.

A total of 112 institutions in 43 states meet this criteria. However, due to a clerical error, 109 colleges and universities comprised the population for this study.*

*Note: It was originally recorded that California State Polytechnic Institute at Pomona and California State University at Los Angeles each had only two vocational teacher education programs and that the University of Northern Iowa had three; therefore, rendering them ineligible for this study. Subsequent analysis indicated that the two California schools each had four vocational teacher education programs and that the University of Northern Iowa had five. However, the recording error was discovered too late to collect and analyze data from these three universities.

Data Collection

Several measures were taken to enhance participation and to reduce respondent burden. An explanation of the project was first mailed to heads of vocational education units at each of the 109 colleges and universities. The department/unit heads were then telephoned by a research staff member to (a) further explain the purposes for the study, (b) verify or correct information obtained from the various teacher education directories, (c) identify a contact person--or research representative--at that institution who would coordinate data gathering efforts, and (d) establish additional parameters for data collecting, such as timelines, numbers of instruments to mail, who should complete faculty surveys, and so forth.

Administrators at 10 colleges and universities indicated that they did not have vocational teacher education programs, or graduate/completer productivity was so low as to render the program practically nonexistent, or that there was not a commitment to vocational teacher education. Thus, these administrators declared their college or university unqualified to participate. One university was phasing out its vocational teacher education programs. Therefore, 98 institutions were actually mailed the research materials.

The research representative at each institution was mailed a cover letter, procedures for completing professors' survey, procedures for completing the institutional questionnaire, coding forms, and information on how to return the materials. They were also asked to have college or university catalog(s) mailed to the research staff. Faculty responses were returned in sealed envelopes to protect confidentiality.

Researchers at Virginia Tech collected and verified data from responding institutions and vocational education faculty during spring and summer of 1989. If necessary, research representatives were telephoned, contacted and/or college or university catalogs were reviewed to follow-up, clarify, or verify data. Institutional and faculty data were received from 78 colleges and universities, nearly 80% of those declaring their institutions eligible to participate. A total of 742 faculty responded; 633 indicated they were involved with preservice professional preparation of vocational education teachers. Information in the comprehensive data base are therefore based on responses provided by 78 colleges and universities and obtained from 633 vocational education teacher educators. Information about marketing education is from 41 colleges and universities and 50 teacher educators.

Data Analysis

Data are reported using measures of central tendency by category or interval. Computer analyses were performed using selected subprograms of the data base management program, dBase III. Numbers in the tables may not add up to 50 due to respondents' failure to answer all questions. Figures presented may not always add up to 100 percent due to rounding. Where appropriate and seemingly important, incomplete data or numbers not totalling to 50 faculty are reported.

Findings

A total of 742 college and university faculty members returned the National Survey of Professors of Vocational Teacher Education questionnaire (51 from marketing education). Of this total number of responses, 633 (50 in marketing education) reported they were involved with the professional preparation of **preservice** vocational education teachers. There were 109 professors (one from marketing education) who indicated they were not involved with preservice teacher education programs. By survey definition, faculty in preservice vocational teacher education programs typically teach courses such as methods, curriculum, foundations, philosophy, lab management or cooperative education, and/or supervise student teachers. Preservice vocational teacher education was defined as any program designed to prepare students for first-time teaching and/or initial licensing in a vocational education subject. Typically, preservice students are in undergraduate programs; however, some may already have an earned baccalaureate degree, some may have taught other subjects, and some may have the equivalent of college-level preparation acquired through work experience. The common factor in a preservice teacher education program for purposes of this study is that all students enrolled are preparing to begin to teach in a vocational education subject at the secondary, postsecondary, or adult level.

Fifty faculty members indicated they did teach in a preservice marketing teacher education program. Therefore, the data reported herein are based upon 50 responses.

The marketing education professors for whom data are reported are all employed in public colleges or universities. The programs are administered primarily in a college or school of education (63%); a few are in a college of business (27%) or in a college of applied sciences or technology (10%). Nearly half of the programs (49%, N=20) are in a vocational or occupational education department. Other departmental administrative structures were difficult to classify from the information provided. Contrary to most other vocational teacher education programs, a larger percentage of marketing education tends to be "buried" with some other program; i.e., without its own identity. For example, 10 marketing teacher education programs were identified as either business education, office systems, or information management. All teacher educators who indicated they had any responsibility for preservice marketing teacher education are included in the data base for marketing education.

Demographics

The marketing education professoriate is 82% male and 18% female. The average age is about 48 years old, with a range from 31 to 62 years of age. The faculty are almost exclusively white (96%); there is only one Asian or Pacific Islander and one American Indian or Alaskan Native. No Black marketing teacher educators were identified. Table 1 summarizes these data by gender and ethnicity.

Of the 50 who indicated their faculty status, 22 (or 44%) are professors; 20% are associate professors, 18% are assistant professors, and 10% are instructors or lecturers. Data for rank and gender are provided in Table 2. Nearly all (48 or 96%) are employed full-time; only 2 (4%) are employed part-time.

Seventy-eight percent (n = 39) of the marketing teacher educators are tenured. Twelve percent (n = 6) are nontenured, but on a tenure line. Two persons are nontenured, but consider themselves "reasonably" secure; two are ineligible for tenure (i.e., on restricted contracts); and one person did not report his or her status.

Table 1

Gender, Age, and Ethnicity of Marketing Teacher Educators

	Male			Female		
Ethnicity	No.	% of Total	Av. Age	No.	% of Total	Av. Age
White	40	80.0%	47.8	8	16.0%	44.2
Black	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	1	2.0%	NR
American Indian or Alaskan Native	1	2.0%	NR	0	0	0
Hispanic	0	0	0	0	0	0
Other		0	0	0	0	0
Total	41	82.0%		9	18%	

Note: N 50; NR = authors chose not to report these individual's age.

The average 9-month salary for full-time marketing educators is $38,087.62. This is based on salary figures provided by full-time faculty, converted to a 9-month base for those holding 10-, 11-, and 12-month appointments. The 9-month equivalent salary ranges were from a low of $21,000 to a high of $59,800. In Table 3, 9-month equivalent salary figures are reported by rank and gender. It is noted that the salary figures are based on 42 responses; eight persons chose not to report salary information. There are 28 faculty members employed on a 9-month basis and 13 on a 12-month base. In addition, 5 respondents indicated they were employed for 10 months. Five respondents did not report this information.

Almost all (86%) of the marketing teacher educators have a terminal degree: 17 have completed a PhD, and 26 have completed an Ed.D. In addition, 14% (n = 7) have completed a master's degree.

The average person had completed his or her highest earned degree nearly 14 years ago. In Table 4, data on the recency for the highest earned degree for full-time marketing teacher educators are synthesized and reported for 5-year intervals.

Table 2

Faculty Rank and Gender of Marketing Teacher Educators

	Male		Female	
	No.	% of Total	No.	% of Total
Professors	21	42%	1	2%
Associate Professors	12	24%	2	4%
Assistant Professors	7	14%	2	4%
Instructors, Lecturers, or Equivalent	1	2%	4	8%
Other	0	-	0	-
Total	41	82%	9	18%

Note: N = 50.

Table 3

Salaries by Rank and Gender for Marketing Teacher Educators (9-month actual or equivalent)

	Male		Female	
	n	Av.Salary	n	Av.Salary
Professor	20	$41,967	1	$37,500
Associate Professor	11	$37,806	1	$39,900
Assistant Professor	6	$32,491	1	$29,500
Instructor, Lecturer	1	$21,000	1	$21,600
No Report	3		5	

Table 4

Year Since Receiving Last Degree

Five Year Intervals	No.	% of Total
1 - 5	3	6%
6 - 10	13	27%
11 - 15	14	29%
16 - 20	12	25%
21 - 25	2	4%
26 - 30	2	4%
31 - 35	1	2%
36 - 40	0	0%
No report	1	2%
Total	48	99%

Note: M = 13.74. SD = 6.22.

As depicted in Table 5, six universities awarded 40% of all of the higest degrees earned by respondents to this study. Thirty (62%) institutions awarded only one degree each to an individual who is now a marketing teacher educator. The University of Nebraska at Lincoln and Virginia Tech awarded 16% of all the degrees earned by marketing teacher educators. The concentration or major area of study for 34% of all respondents was identified as either "vocational education," or

"occupational education." Major areas of concentration for marketing education faculty are reported in Table 6.

Table 5

Universities Awarding Highest Degree Earned by Marketing Teacher Educators

University	No. of Degrees	Percent
University of Nebraska	4	8%
Virginia Polytechnic Institute and State University	4	8%
Colorado State University	3	6%
Indiana University	3	6%
Ohio State University	3	6%
Oregon State University	3	6%

Table 6

Major Area of Study for Highest Degree Earned

Degree Earned	No.	Percent
Vocational Education	17	34%
Business Education	10	20%
Marketing Education	7	14%
Curriculum	5	10%
Secondary Education	4	8%
Administration	3	6%
Adult Education	2	4%
Higher Education	1	2%
Research	1	2%

Note: N = 50

Occupational Experience

The literature in vocational education related to vocational teacher preparation and certification often discusses recommendations or requirements for business and industry paid occupational experience. In nearly all states, paid business and industry experience is required for state teacher certification in some vocational education subject areas (e.g., trade and industrial education and marketing education) or specific skill areas within subject areas (e.g., child care within home economics education or cooperative office education within business education). The specific requirements, the inherent occupational assessment or testing, and even the terminology used varies considerably among states and among vocational program areas (Lynch & Griggs, 1989). But if little is known about the occupational experiences of vocational education teachers, even less is known about the occupational experiences of the teachers of vocational teachers. Thus, respondents to this study's professors' survey were asked to list the occupational title for all paid business and industry experience, the approximate number of hours worked in each occupation, and the years in which the work occurred. The following information characterizes the occupational experiences of the marketing teacher educators.

Virtually all (n = 48; 96%) of the marketing teacher educators reported they had worked in at least one occupational area for an average of 5,303 hours--or an equivalent of over 2 1/2 years of full-time employment. Only two people did not respond to the question or indicated they had not completed any paid business or industry experience.

Also, 76% (n = 39) had worked in a second occupational area, averaging 3,954 hours--nearly two years of equivalent full-time employment in this area; 53% (n = 27) worked in three areas, averaging 4,345 hours in the third occupational area; 45% (n = 23) worked in four areas averaging 2,739 in the fourth occupational area; and 25% (n = 13) worked in a fifth occupational area, averaging 2,597 hours in that area. The years for the experience varied considerably ranging from 1945 through 1989.

Education Experience

The full-time faculty responding to this survey had worked in higher education for more than 15 years, nearly 12 of which had been completed at the institution in which they were currently employed. The range of experience in higher education was from one to 36 years. These data are reported in Table 7 by five-year intervals. The number of years of experience at their current institution are reported in Table 8 by five-year intervals.

Table 7

Years of Employment in Higher Education

Five-Year Intervals	No.	% of Total
0 - 5	5	10%
6 - 10	10	21%
11 - 15	10	21%
16 - 10	15	31%
21 - 25	6	13%
26 - 30	1	2%
31 - 35	0	0%
36	1	2%
Total	48	100%

M = 14.72. SD = 7.22.

Table 8

Years of Employment at Current Institution

Five Year Intervals	No.	% of Total
0 - 5	14	29%
6 - 10	7	15%
11 - 15	14	29%
16 - 20	8	17%
21 - 25	3	6%
26 - 30	1	2%
31	1	2%
Total	48	100%

M = 11.72. SD = 7.38.

Of the 48 full-time marketing teacher educators responding to this study, 79% have experience as secondary teacher, 46% as adult teachers, 27% as postsecondary teachers, 2% as middle school teachers. These figures, along with the average years experience in each of the positions, are reported in Table 9. In addition, 11 respondents (22%) indicated they had part-time experience as adult education teachers.

Thirty-one percent of the marketing teacher educators reported administrative experience as a department head, 15% as a state department of education supervisor, and 13% as a vocational director. The number and average years of experience as non-university administrators are reported in Table 10.

Academic Productivity

Academic life is traditionally divided among teaching, scholarship, and service, areas that were examined in this study. The results are summarized in Figure 1. Marketing teacher educators spend an average of 53% of their time in teaching, 21% in scholarship, and 25% in service. Their university desires that they spend about 47% of their time in teaching, 30% in scholarship, and 23% in service. The professors would like to spend 52% of their time in teaching, 23% in scholarship, and 24% in service.

Table 9

Non-university Teaching Positions Helad by Marketing Teacher Educators

Position Held	No.	% of Total	% of of Yrs.	SD on Yrs.of Experience
Secondary Teacher	38	79%	4.80	2.74
Adult Teacher	22	46%	6.23	4.95
Postsecondary Teacher	13	27%	7.69	7.11
Middle School Teacher	1	2%	1.00	0.00
Elementary Teacher	0	0%	0.00	0.00
Counselor	2	4%	10.50	9.50

N = 48.

Table 10

Nonuniversity Administrative Positions Held by Marketing Teacher Educators

Position Held	No.	% of Total	Avg. # of Yrs.	SD on Yrs. of Experience
Department Chair	15	31%	5.33	3.82
State Department of Education Supervisor	7	15%	5.21	3.12
Vocational Director	6	13%	3.00	1.73
Principal/Assistant Principal	3	6%	2.67	1.70
Superientendent/ Assistant Super-intendent	1	2%	8.00	0.00
Other[a]	8	16%	4.93	8.12

N = 48

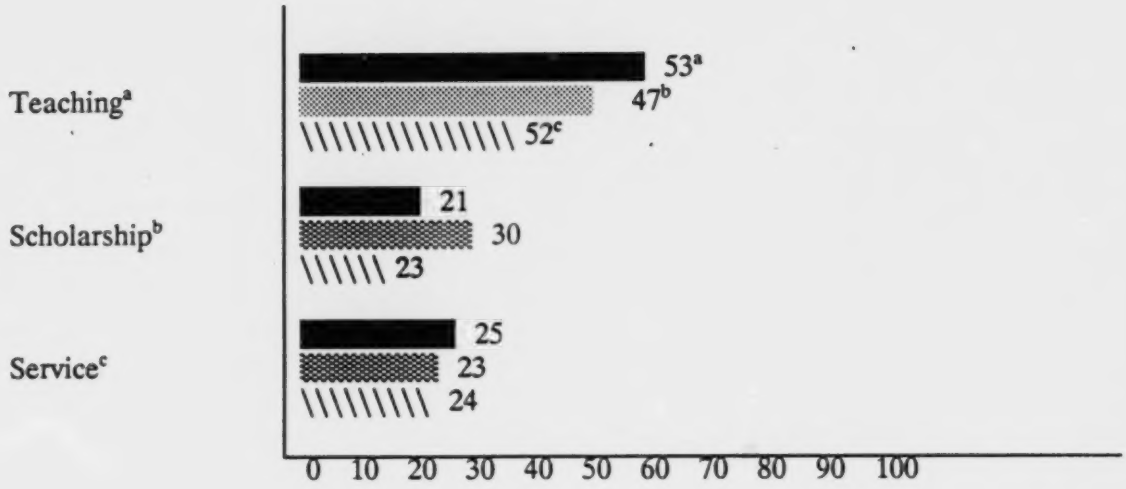
a = Many positions identified, including Assistant Superintendent for Standards of Quality, Cooperative Education Coordinator, Dean, Education Program Specialist, Substitute Teacher.

It should be noted that there was some variance on the responses to information requesting time allocation. For example, three persons reported that they did not spend time in scholarship and three responded that they did not spend time in service.

During a typical week, faculty reported spending nearly fifty-one hours on the job. Approximately 26 hours are spent in instruction and clinical supervision, 13 hours on service, 7 hours on scholarship, and 4 hours on consulting or commercial publications. These data and descriptors for professional activities are provided in Table 11. Again, however, it should be noted that there was considerable variance in the data. For example, only 4 persons responded no time spent on teaching; however, 20 (over 42% of those responding to this question) indicated they spent no time on inservice, 20 (over 42%) reported no time spent on clinical supervision, 9 (19%) spent no time on research, and 16 (33%) reported no consulting or commercial publication activity.

Figure 1

Percentage of Time Allocation to Teaching, Scholarship, and Service by Marketing Teacher Educators



Actual [a] n = 45

Desired by Institution [b] n = 42

Ideal [c] n = 43

Over 75% of all faculty responding to this survey taught undergraduate vocational pedagogy courses during 1988-1989 academic year; an average of 3.4 such courses. Nearly 65% of the respondents taught undergraduate major or subject-matter courses during the academic year, on an average of four such courses. Nearly 60% of the respondents taught graduate pedagogy courses during the academic year, an average of two graduate courses. The undergraduate teaching productivity is considerably less for summer school. It appears as though less than one-third of the faculty are involved with teaching undergraduate courses in summer school; however, 54% teach graduate courses in pedagogy in summer school.

Future Plans

For the most part, the marketing teacher education faculty appear to be relatively stable for the next five years. As shown in Table 12, 70% expect to continue working as a faculty member at the college or university in which they are currently employed. Eight percent plan to retire within five years.

Discussion

Data provided in this paper describe the typical professor of prospective marketing education teachers. The overall composite--or profile--of the marketing teacher educator is that he is a white male, a full professor, tenured, 48 years old, earns nearly $42,000 for nine-months employment, and earned a doctoral degree in vocational education 14 years ago. Our typical professor had the equivalent of about 4 1/2 years of paid employment in at least two positions in business and industry. He had 4 1/2 years experience as a secondary teacher and either full- or part-time experience as an adult education instructor. He has been working in higher education for 15 years; 12 at the college or university where he is presently employed. He tends to be very busy, spending 50 hours each week on his job: 53% of the time in teaching, 25% in service, and 21% in scholarship. His university prefers that he spend more time in scholarship and less time in teaching and service activities. Our teacher educator typically teachers three undergraduate and two graduate vocational pedagogy courses each year. It is also likely that he teachers subject-matter courses. Apparently, the professor likes his job; he plans to remain in it, at least for the next five years.

Table 11

Hours Per Week Distribution for Marketing Teacher Education

Professional Activity	Hours per week
Instruction (preparing for classes, teaching classes, supervising shops or labs, advising students in office, grading)[a]	21.50
Inservice education with teachers on site in public schools, community colleges, or vocational centers (demonstration teaching, workshops, consultation)[b]	3.26
Clinical supervision (on-site supervision of student teachers, occupational experience students, early clinical experiences)[c]	4.75
Scholarship/Research/Noncommercial Writing (conducting research projects, writing for journals, presenting research results at meetings, collaborating on research activities)[d]	7.35
Other Service (participating in college or university committees, handling routing administrative tasks and paperwork, advising student groups)[e]	9.60
Consulting/Commercial Publication (earning supplemental pay for textbook writing, seminars, workshops, service on boards)[f]	4.32
Total	50.78

[a] $n = 44$; [b] $n = 28$; [c] $n = 28$; [d] $n = 39$; [e] $n = 43$; [f] $n = 32$.

Table 12

Personal Expection	No.	% of No.
Remain as a faculty member at present institution	35	70%
Seek faculty position at another institution	2	4%
Seek position in higher education administration	3	6%
Seek position in business and industry	1	2%
Retire	4	8%
Other (e.g., already accepted new position, plan to keep options open, don't know)	4	8%
Total	49	98%
No Report	1	2%
Total	51	100%

At this particular point in time, meaningful discussion beyond the above analysis is difficult. Comparative data with other subject areas in vocational education and in teacher education are envisioned. Were there surprises? Perhaps. For example, based on commentary at marketing education conferences and occasional speculation in the literature, one might assume that the teacher education professoriate would be older, more female, not as well educated, without significant experience in the public schools and with adult education, and without sufficient occupational experience in business and industry. One would wish that there was some significant representation of minorities in marketing education. The lack of relative attention to (and interest in) scholarship was also surprising, given the tripartite mission of public colleges and universities.

These data are intended to provide information from which to launch more specific and informed studies and possibly to guide policy- and decision-making about vocational and marketing teacher education. They are part of a larger data

base being established about vocational teacher education. Findings from these data will not guide decision-makers with answers to "what works" in vocational teacher education, nor will they translate into detailed courses of action for vocational teacher education. Hopefully, the data and information will initiate a framework from which future research efforts can be launched that will improve and strengthen the role and effectiveness of vocational teacher education. Study and analysis will foster a better understanding of the complexities of vocational teacher educators' professional responsibilities on college and university campuses as interrelated with their service to vocational education (e.g., in itinerant teacher education, with inservice education, in public schools and community colleges, with state departments of education, etc.). Supported with good information and data, policy makers and vocational teacher educators can then begin to reform meaningfully their vocational teacher education programs.

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The Marketing Education Program In Florida: Its Effectiveness In Placing Program Completers

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Running head: Marketing Ed in Florida: Placing Completers

The Marketing Education Program in Florida: Its Effectiveness In Placing Program Completers

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Abstract

The search for program quality indicators and measures of effectiveness has been on the recent agendas of many states. In Florida's quest for identifying quality programs and accounting to the public for dollars invested in vocational education, the 1986 state legislature mandated that vocational program completers follow-up studies account through a minimum of 70 percent of the completers being placed in an appropriate related occupation, continuing their education, or entering the military.

This study utilized the Florida Vocational Confirmation and Follow-up Survey Report for the 1986-87, Spring 1988 Follow-up Year. The marketing education programs in Florida statewide exceeded the statutory requirements for 70 percent placement rate of all vocational program completers.

The Marketing Education Placement Program Completers: Its Effectiveness

Introduction

In the early 1980's a publication entitled "The Nation At Risk: The Imperative for Educational Reform" was introduced to the American public. The boldfaced, large type publication of approximately 35 pages, developed by the National Commission on Excellence in Education shocked the nation and fueled a wave of intense concern about education in America. In Florida, the state legislature became very concerned with all phases of Florida's education system. Accountability for quality education programs became a major issue. Within a year, student graduation requirements were increased, testing of students at several levels within the public education system was required, remediation systems were implemented, and vocational education came under attack.

By the mid 1980's reform in Florida's public education system K-adult included the applied basics movement, increased requirements for graduation, technology in the curriculum, and numerous other changes. The major changes impacted the delivery of vocational education programs in Florida.

Accountability for state funds invested in vocational education became a "hot" issue. After considerable research, Florida selected program completer placement rates as the quality indicator which would be used to determine the future funding of current vocational programs.

In the Spring of 1986, the Florida Legislature began work on the development of a vocational program accountability standard for school district and community college job preparatory programs. The intent of job preparatory vocational programs was to prepare students for specific occupations in the labor market and to assist them in being placed in appropriate jobs related to their training programs. Since the legislature provided significant funding for job preparatory programs, the legislature wanted to ensure that students were being placed and that job preparatory programs were effectively training students for appropriate placements. In June of 1986, the legislature passed Section 229.551, Florida Statutes, which became known as the vocational placement standard for all secondary and post secondary job preparatory programs in Florida.

Purpose of the Study.

The purpose of this study is two-fold:

1. To examine the effectiveness of the Marketing education program in Florida by analyzing statewide and regional placement data in meeting statutory requirements and,

2. To compare and analyze Marketing Education program placement data against other job preparatory

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program placement data in Florida on a statewide and regional basis.

Objectives of the Study.

The objectives of the study are designed to:

1. Report on and analyze placement rates, including completers reported and completers placed, for Marketing Education programs on a statewide and regional basis and by educational levels within school districts and community colleges for the 1986-87, Spring 1988 follow-up year.

2. Report on and analyze placement rates for other job preparatory vocational programs as compared to Marketing Education programs for the 1986-87, Spring 1988 follow-up year.

3. To report on and analyze the compliance of Marketing Education programs in meeting the required 70 percent standard for secondary and post-secondary job preparatory vocational programs on a statewide and regional basis for the 1986-87, Spring 1988 follow-up year.

4. To report on and analyze the differences in compliance of other job preparatory vocational programs as compared to Marketing Education program for the 1986-87, Spring follow-up year.

5. To identify specific Marketing Education programs on a statewide and regional basis that have failed to meet the required 70 percent program placement standard for one year and are in danger of losing future state funding.

Limitations of the Study.

This study has the following limitations:

1. The study is limited to a one year analysis of placement data submitted by school districts and community colleges in Florida for the 1986-87, Spring 1988 follow-up year.

2. Placement data will only be analyzed on a statewide and regional basis to assess how effective Marketing Education programs were on meeting placement requirements for completers and in meeting the statutory requirement for the 70 percent program placement standard requirement of all secondary and post secondary vocational job preparatory programs.

3. The analysis of other job preparatory vocational programs will not identify these programs by area or compare them individually against the Marketing Education program. The study will aggregate all other job preparatory program placement data together for comparison purposes against the Marketing Education program.

Review of the Literature

The decade of the 80's has been marked by major concern about the quality of education in our nation. All areas of education have been called to task by their state advisory councils, task forces, and legislatures. Vocational education has been studied by numerous groups in the various states. Accountability for the investment of taxpayers' dollars in vocational education and training have been a critical issue in the minds of state legislators throughout the country. Many states have reviewed their vocational education programs and sought new methods for evaluating the effectiveness of programs.

The educational reform movement has prompted school officials to turn to evaluation to answer questions about redesigning their vocational programs despite criticism of evaluation strategies and results. Research on school effectiveness and program improvement shows that both school culture and stakeholders' needs must be considered if desired change is to occur (Halasz, 1989). Starr's evaluation method increases the relevance of vocational education offerings in meeting employment needs of students, employers, and labor market areas. Iowa has adopted a two phase comprehensive plan for evaluation. The Iowa evaluation model includes combining program descriptive data, surveys, and internal evaluation teams to look at ten major items. The items include unduplicated enrollment, contact hours generated by the program, full-time equivalency funding, program graduate/completion rate, program leavers/withdrawals, intent for enrolling, program costs, average class size, success of program leavers, and advisory committee involvement (Friebel, 1988).

Illinois programs utilize state completer data for program accountability. In addition, employment trends, student satisfaction, employer satisfaction, and placement rates are utilized for evaluation in Illinois. In North Carolina evaluation includes student demand/completer employment rates based on youth unemployment rates. Cooperative programs are required to maintain 80 per cent placement rates in related occupations. Ohio utilizes a combination of indicators including placement in evaluation of their programs. In Georgia, the Quality Basic Education Act had a great impact on vocational program evaluation. Georgia's conceptual model includes a focus on goals and includes four major elements: needs assessment, context review, process components, and product outcomes. The product outcomes include student competency testing (Hull, 1987).

Florida has traditionally utilized state staff to conduct program reviews for evaluation of quality. During the past five years several changes in program evaluation have occurred. The most

significant change has been a state mandated program completer placement rate of 70 per cent for all vocational program completers. In a state with a legislative driven accountability system, additional quality indicators are likely to be tied to state funding in the future.

In reviewing the literature for quality and effectiveness indicators for evaluation of vocational programs, several indicators seem to be commonly included in the program evaluation required for continued state supported funds. The most commonly cited evaluation indicators include completer placement rates, advisory committee involvement in program evaluations, comprehensive self-study of vocational programs, and various related surveys. In addition, several states are currently adding student competency testing to their vocational evaluation standards.

METHODS AND PROCEDURES

The final Vocational Confirmation and Follow-Up Survey report for the 1986-87, Spring 1988 follow-up year, which is required of the 67 school districts and 28 community colleges, was obtained from the Division of Vocational Adult and Community Education (DVACE) for this study. This placement data which is collected annually by DVACE for school districts and community colleges is required in accordance with Sections 229.551 and 229.557, Florida Statutes. Descriptive statistics were used to analyze the data. The study includes the total population of 49,701 statewide vocational program completers; marketing program completers account for 4,117 of the total. Specific procedures for the collection of placement data is detailed in the Vocational Confirmation And Follow-Up Survey 1986-87, Spring 1988, Instruction Manual that is prepared and disseminated by DVACE to local education agencies each year. The placement standard reports used were titled "Job Preparatory Program Analysis Report By Statewide and Region," PFURPT 2B, 2C, 3B, and 3C dated November 15, 1989 for the 1986-87, Spring 1988 follow-up year. These and other job preparatory program reports are the official end-of-the year placement standard reports provided to school districts and community colleges from the DVACE.

Background Information

Beginning with the 1984-85, Spring 1986 follow-up year, each school district (secondary, post secondary area vocational technical centers and post secondary area centers/adult centers and community college centers (offering degree and certificate programs) were responsible for meeting the requirements of Section 229.551, Florida Statutes (See Appendix A). The follow-up of job preparatory program completers occurs approximately one year after the student has exited the educational

institution and therefore a student who completed a job preparatory program in 1986-87 would be followed-up in the 1987-88 year. Final placement reports were due to the state by June 15, 1988. Some of the more significant requirements of Section 229-551, Florida Statutes are outlined below:

1. Placement of Program Completers. A job preparatory student who completes a program is considered a "placement" in Florida if (1) the individual has become employed in an occupation requiring the use of the competencies acquired in the job preparatory program; (2) has entered full-time military service; or (3) has continued education at the post secondary level.

2. Program Compliance Standard. A job preparatory vocational program at the individual school or institutional level is considered to be in compliance if 70 percent or more of the completers are placed in accordance to the statutory definition described in item 1. If a job preparatory vocational program achieves less than a 70 percent placement, it is out-of-compliance for that year.

3. Three Consecutive Year Program Compliance Standard. By statutory requirement, any job preparatory vocational program at the individual school or institutional level in which the placement rate is less than 70 percent for 3 consecutive years is ineligible for future state funding.

4. Placement Rate Calculation. The procedure for determining the placement rate calculation at the individual school or institutional level is as follows: The total number of program completers (i.e. placed in employment related training, military service and continuing education at the post secondary level as defined in Section 229.551, Florida Statutes) is divided by the number of total completers reported.

Note: Secondary program completers (those program completers in secondary schools that have not exited the secondary school) and multiple program completers (those program completers who have completed 2 or more programs) are deleted from the placement rate calculations in accordance with DVACE and Section 229.551, Florida Statutes requirements.

5. Exclusions From Placement Rate Calculation. Section 229.551, Florida Statutes also provide three other program completer exclusions:

1. Exceptional or handicapped program completers who are not placed in accordance with placement definitions, except for gifted program completers, are excluded from the placement state calculation. However, if an exceptional or handicapped student is positively placed that can be substituted as part of the placement rate for a job preparatory program.

2. Inmates in state or federal correctional institutions.

3. Non-resident aliens or students in the United States on non-immigration visas. A student is a program completer when the individual has finished a planned sequence of courses or competencies designed to meet the criteria for the program in the Florida State Board of Education Program Standards.

Findings

Table 1 provides a statewide summary of placement rates for Marketing Education program completers for the 1986-87, Spring 1988 follow-up year. This analysis shows that there were 4,117 completers reported by 67 school districts and 28 community colleges in Florida and that 2,719 were placed in accordance with the statutory requirements in Section 229.551, Florida Statutes. The statewide average placement rate for all Marketing Education programs was 76 percent. An examination of the actual placements on a statewide basis revealed that "employment related to training" for Marketing Education completers accounted for 1,695 placements or for 63 percent of the total placements for Marketing Education completers. The analysis also provided an accounting of the number of programs completers, number of placements and placement rates for the Marketing Education program across school district and community college educational levels. This analysis indicates that secondary programs account for the largest number of program completers 2,258 or 55 percent of the total reported completer for Marketing Education programs. Placement rates for Marketing Education programs when evaluated across educational levels showed that secondary programs had the highest placement rates (88 percent) while community college, post secondary adult vocational programs had the lowest placement rates (46 percent) on a statewide basis. These data also revealed that the community college, post secondary/vocational (degree) programs and the post secondary area vocational-technical center programs in school districts had high statewide placement rates of 82 percent and 78 percent respectively. The placement rates of the community college, post secondary adult vocational (certificate) programs and the school district, post secondary non-area centers or adult centers had placement rates of 46 percent and 59 percent respectively which was considerably below the statewide placement rate of 76 percent for all Marketing Education programs. It was interesting to note in reviewing the actual placements of program completers that secondary program completers were more likely to be continuing their education at the post secondary level (45 percent) or being placed in full-time military services (5 percent) than their post secondary school district or community college program completers. Placements at all educational levels for Marketing Eduction program completers were most prevalent in "employment related to

training" for school districts and community colleges. In fact, post secondary placements in employment related to training ranged from a high of 85 percent of the total placements in community college vocational (degree) programs to a low of 64 percent of all the placements in community college adult (certificate) programs.

Insert Table 1 about here

Table 2 offers a similar statewide summary of placement rates for all job preparatory program completers reported by school districts and community colleges for the 1986-87, Spring 1988 follow-up year. This table provides placement data similar to that displayed in Table 1 and allows for a comparison of data for all job preparatory programs. When comparing this statewide data against the statewide Marketing Education data, the following findings can be derived:

1. Marketing Education programs account for 8 percent of the total number of reported job preparatory completers.

2. Marketing Education programs account for 7 percent of the total number of reported job preparatory program placements.

3. Within the actual placements of program completers Marketing Education programs account for:

   (a) 6 percent of the reported statewide "employment related to training" placements for job preparatory programs.

   (b) 10 percent of the reported statewide "continuing education at the post-secondary level" placements for job preparatory program.

   (c) 8 percent of the reported statewide "military service" placement for job preparatory programs.

4. The statewide placement rate for all job preparatory vocational programs was 8 percent higher (84 percent versus 76 percent) than the Marketing Education program statewide placement rate.

5. In terms of actual placements, it was noted that the Marketing Education program had a higher percentage of placements of "continuing education at the post secondary level" than other statewide job preparatory programs (35 percent versus 26 percent or 9 percent higher placements in this category) and a lower percentage of placements in "employment related to training (62 percent

versus 71 percent or 9 percent lower) when compared to all job preparatory vocational programs.

6. The statewide analysis of placement data for all job preparatory vocational programs also suggests that the Marketing Education placements for employment related to training at the community college, post secondary adult vocational (certificate programs) level and the school district, post secondary non area or adult center level are exhibiting a significant variance of results from statewide placement data.

7. Placement rates for all job preparatory programs when evaluated across educational levels showed that post secondary, area vocational-technical centers had the highest placement rates (88 percent) while school district, secondary and post secondary non-area adult centers and community college, adult vocational programs had the lowest placement rate (81 percent) on a statewide basis.

Insert Table 2 about here

Table 3 presents statewide placement rates for Marketing Education program completers analyzed across the 28 vocational planning regions in the state of Florida. Region placement rates for Marketing Education programs ranged from 100 percent in Regions 4, 9 and 10 to a 53 percent placement in Region 8. However, one needs to examine the number of completers and placements when reviewing the placement rates to obtain a more comprehensive understanding of the placement rates i.e. Region 4 only had 17 completers and 17 were placed; Region 9 only had 3 completers and 3 were placed and Region 10 had 73 completers but 69 of these completers were excluded from the placement calculation because they were secondary and multiple program completers leaving only 4 completers and 4 were placed. Two vocational planning regions reported no completers for the Marketing education programs in 1986-87, Spring 1988 and this included Region 6 and Region 28. The population of the various planning regions directly affects the number of programs and completers in a region. Region 27 (Miami) reported the largest number of program completers (735) and placements (427) as compared to Region 3 (Chipola in Northwest Florida) which had the lowest number of completers reported (3) and placements (3). Eighteen of the 28 vocational planning regions, or 69 percent of the total planning regions, had regional placement rates above the 76 percent statewide average placement rate for Marketing Education programs. The statewide compliance standard for job preparatory programs was 70 percent and it should be noted that twenty-one of the 28 vocational planning regions, or 75 percent of the total planning regions,

exceeded this compliance standard. Only Regions 5, 8, 11, and 27 failed to achieve a 70 percent program compliance level while Regions 6 and 28 failed to report any program completers for the Marketing Education program.

Insert Table 3 about here

Table 4 provides statewide placement rates for all job preparatory vocational programs analyzed across the 28 vocational planning regions in the state of Florida. When comparing Marketing Education placement rates to statewide job preparatory program placement, there were 14 vocational planning regions that had higher region placement rates for their Marketing Education programs.

Insert Table 4 about here

The analysis of regional and statewide placement data for the 1986-87, Spring 1988 follow-up year conclusively demonstrates that Marketing Education programs were successful in effectively placing program completers. The fact that 2,719 of the 4,117 secondary and post secondary program completers were placed in accordance with the statutory requirements of Section 229.551, Florida Statutes and that Marketing Education programs recorded a statewide average placement rate of 76 percent for all program completers indicates average achievement for school districts and community colleges. The statewide average placement rate of 76 percent for Marketing Education programs is 6 percent above the required 70 percent placement standard required for all job preparatory programs. Statewide and regional data suggested that the secondary school marketing Education Programs were doing a very effective job and that Marketing Education programs at the community college, post secondary adult vocational level and school district, post secondary non-area or adult center level were in need of immediate improvement. It was noted on a statewide and regional basis that the total number of reported program completers appeared to be low when compared to program enrollments. Concern was also raised when two vocational planning regions failed to report any program completers for Marketing education for the 1986-87, Spring 1988 follow-up year.

Table 5 displays the compliance status of Marketing Education programs on a statewide basis by educational levels for the 1986-87, Spring 1988 follow-up years. The data included in Table 1 are

unduplicated counts "of the number of Marketing Education programs reported by school districts and community colleges as having program completers and placements. Forty-one of the fifty Marketing Education programs reporting completers for the 1986-87, Spring 1988 follow-up year, or 82 percent of the total Marketing Education programs, were in compliance with the 70 percent placement standard as required by Section 229.551, Florida Statutes. An analysis of these data by educational levels revealed that four of the five educational levels achieve program compliance. The community college, post secondary adult vocational level (certificate programs) was the only level to fall below 70 percent. It should be noted that the community college, post secondary vocational level (degree programs), secondary level programs and post secondary area vocational-technical center programs had compliance levels considerably above the required 70 percent placement compliance standard.

Insert Table 5 about here

Table 6 offers a similar analysis of the compliance status of all job preparatory programs on a statewide basis by educational levels for the 1986-87, Spring 1988 follow-up year. Like Table 5, this table presents an "unduplicated count" of the number of job preparatory programs reported by school districts and community colleges. When comparing this program compliance against the Marketing Education program, one can observe that the program compliance for all job preparatory programs was 89 percent and this was 7 percent higher than the Marketing Education program compliance. In addition, all educational levels of the job preparatory programs had higher compliance levels than the Marketing Education program educational levels. The largest disparity occurred at the community college, post secondary adult vocational level where all job preparatory programs achieved a 95 percent program compliance versus a 60 percent program compliance for Marketing Education programs. Other differences in program compliance ranged from 3 percent to 15 percent among other educational secondary and post secondary levels.

Insert Table 6 about here

A statewide analysis of the Marketing Education programs reported for the 1986-87, Spring 1988

follow-up year shows that only three Marketing Education programs on a statewide basis failed to achieve the required 70 percent program compliance standard. These programs were:

1. Hotel and Lodging: Audit and Posting Operations (Post secondary program) 67%
2. Floristry (Post secondary program) 57%
3. Real Estate Marketing (Post secondary) 40%

This analysis also provides an educational level comparison of placement rates and it further revealed that the following nine Marketing Education Programs at a specific educational level did not achieve the required 70 percent program compliance standard:

1. Secondary Level (N=1)
   (1) Checkier/Cashier Program 63%
2. Post Secondary Area Center Level (N=3)
   (1) Real estate Marketing 11%
   (2) Hotel and Lodging: Audit and Posting Operations 67%
   (3) Insurance Marketing 58%
3. Post Secondary Non-Area Center Level (N=3)
   (1) Hotel and Motel Management 69%
   (2) Real Estate Marketing 49%
   (3) Floristry 55%
4. Community College, Post Secondary Adult Ctr Level (N=2)
   (1) Hotel and Motel Management 38%
   (2) Real Estate Marketing 32%
5. Community College, Post Secondary Vocational Level
   No programs out of compliance

The above nine programs achieved statewide program compliance because they were offered at other educational levels and their overall placement rates for all levels were 70 percent or higher for these programs.

Table 7 offers a display of the statewide Marketing Education programs offered by school

districts and community colleges and a rank order of the placement rates for each of the Marketing Education programs. Please note that there were only eight Marketing Education programs reporting a 100 or more program completers for the 1986-87, Spring 1988 follow-up year and this represented 32 percent of the total Marketing Education programs reporting placement data.

Insert Table 7 about here

Table 8 displays a statewide analysis of the compliance status of Marketing Education programs analyzed across the 28 vocational planning regions in Florida. The data being reported in this table is duplicated count of the number of Marketing Education programs offered during the 1986-87 year in each of the 28 vocational planning regions by school districts and community colleges. This data indicates that 20 of the 28 planning regions, or 72 percent of the total planning regions, had program compliance rates of 70 percent or higher for the 1986-87, Spring 1988 follow-up. Only planning regions 2, 5, 7, 11, 14 and 17 had compliance rates below 70 percent. It should also be noted that planning regions 6 and 28 reported no completers for the Marketing Education program for the 1986-87, Spring 1988 follow-up year. Region 27 had the highest number of Marketing Education programs reported (16) while six other planning regions (2, 7, 9, 10, 14, and 22) reported only one Marketing Education program for this follow-up year. The statewide average compliance rate for Marketing Education programs was 79 percent for this follow-up year. On the basis of the 26 vocational planning regions reporting program completer data, the average number of Marketing Education programs being reported in this follow-up year was 6 programs per planning region.

Insert Table 8 about here

Table 9 also provides a similar statewide analysis of the compliance status of all job preparatory programs analyzed across the 28 vocational planning regions in Florida. Again, the data reported in this table is a duplicated count of the number of all job preparatory programs offered during the 1986-87 year in each of the 28 vocational planning regions by school districts and community colleges. When comparing this regional job preparatory program compliance data against the regional Marketing education program compliance data, it reveals that 26 of the 28 planning regions, or 93

percent of the total planning regions, had program compliance rates of 70 percent or higher for the 1986-87, Spring 1988 follow-up. This was a higher compliance rate than Marketing Education program compliance rate for this follow-up year. The overall statewide average compliance rate for all job preparatory programs was 85 percent and this was higher than the Marketing Education statewide compliance rate. Vocational planning regions 3, 4, 8, 9, 10, 12, 13, 18, 21, 22, 23 and 24 reported higher compliance for their Marketing Education programs for this follow-up year. In fact, nine of these planning regions (4, 9, 10, 13, 18, 21, 22, 23, and 24) had 100 percent compliance for their Marketing Education programs for this follow-up year.

Insert Table 9 about here

Conclusions

The analysis of regional and statewide placement data for the 1986-87, Spring 1988 follow-up year conclusively indicates that Marketing Education programs have been effective in meeting the 70 percent program compliance standard required by Section 229.551, Florida Statutes. Statewide data showed that 82 percent of the Marketing Education programs were in compliance with the 70 percent placement standard and that four of the five educational levels for school districts and community colleges achieved the 70 percent placement standard for Marketing Education programs. The regional compliance data was also very useful in identifying planning regions that needed assistance with their marketing Education programs. When Marketing Education programs were compared to all other combined job preparatory programs, statewide and regional program compliance tended to be somewhat lower for Marketing Education programs. However, the differences in the program compliance were not significantly different indicating that Marketing Education programs were effectively meeting the 70 percent program compliance standard prescribed by Florida law. Recommendations for the DVACE

Based upon the analyses of statewide and regional placement and program compliance data reported by 67 school districts and 28 community colleges for the 1986-87, Spring 1988 follow-up year, the following seven recommendations are offered to the Division of Vocational, Adult and Community Education (DVACE) for consideration and implementation in the future:

1. The DVACE should prepare an annual statewide and regional placement and program compliance data report for marketing education, and this report should be disseminated to the staffs of the 28 vocational planning regions and to appropriate program specialists and directors in DVACE for evaluation and planning purposes.

2. The DVACE should initiate appropriate study efforts to determine why placement rates and program compliance of Marketing Education programs are low or out of compliance and develop effective procedures for assisting school districts and community colleges in improving placement rates and program compliance for marketing education programs.

3. The DVACE should initiate approriate study efforts to determine why there are low number of program completers for Marketing Education programs being reported each year and the reasons for these low numbers of program completers.

4. The DVACE should develop a policy and procedure to deal with the issue of job preparatory programs and Marketing Education programs not reporting any completers for a follow-up year.

5. The DVACE working in conjunction with the Florida Education and Training Placement Information Program (FETIP) should initiate procedures to develop a more effective "tracking system" for all job preparatory programs. The new tracking system should track all job preparatory program enrollees, establish a working definition for a committed program enrollee, identify full-time and part-time job preparatory programs and coordinate the implementation of enrollment and follow-up reporting that can effectively compare enrollment data against placement data in a meaningful way. This recommendation is especially important if the Florida legislature continues to judge the effectiveness of job preparatory programs on the basis of program completers only.

6. The DVACE should consider expanding its placement data reporting to include leaver data, non-related employment data (i.e. placements not related to training) and develop with the FETPIP new data indicators that demonstrate the effectiveness of job preparatory programs.

7. The DVACE should consider aggregating statewide and regional placement and program compliance data reports over a three to five year time period to provide trend data for all job preparatory programs. This would assist school districts and community colleges in tracking the three consecutive year, 70 percent placement standard and provide data for establishing placement and program compliance standards for the future.

Recommendations

The following recommendations are offered by the investigators:

1. Additional studies focusing upon the quality indicators used to evaluate program effectiveness need to be conducted.

2. State legislatures need to be encouraged to consider factors in addition to program completer placement rates for consideration in the funding of vocational and marketing education programs of the future.

Table 1

Statewide Summary of Placement Rates for Marketing Education Program Completers, 1984-87, Spring 1988 Follow-up.

Placement Data Reported	Community College		School District		
	Post Secondary Vocational	Post Secondary Adult Voc.	Post Secondary Area Ctrs	Post Secondary Non Area Ctrs	Secondary Tot. Completr.
Reported (N=4,117)	438	387	400	434	2,238
Completers for Placement Rate Calculation* (N=3,570)	438	387	378	434	1,733
Total Placed (N=2,719)	338	177	296	371	1,517
Employment Related to Training (N=1,695)	304 (85%)	133 (64%)	250 (84%)	269 (72%)	759 (50%)
Cont. Ed at Post Second Level (N=934)	52 (14%)	60 (34%)	43 (15%)	101 (27%)	678 (45%)
Full-time Military N=90	2 (01%)	4 (04%)	3 (01%)	1 (01%)	80 (05%)
Statewide Placement Rate (76%)	82%	46%	78%	59%	88%

*Excludes Multiple Progras Completers and Secondary School Completers from Placement Rate Calculations.

Table 2

Statewide Summary of Placement Rates for All Job Preparatory Program Completers, 1986-87, Spring 1988 Follow-Up Year.

Placement Data Reported	Community College		School District		
	Post Second Vocational	Post Second Adult Voc	Post Second Area Centers	Post Second Non-Area Ctrs	Secondary
Total Completers Reported (N=49,701)	8,314	4,536	11,844	4,317	20,690
Completers for Placement Rate Calculations (N=44,527)	8,314	4,536	11,587	4,285	15,805
Total Placed (N=37,395)	7,179	3,660	10,213	3,462	12,881
Employment Related to Training (N=26,497)	6,324 (88%)	3,166 (86%)	8,824 (86%)	3,036 (88%)	5,127 (40%)
Cont. Education at Post-Second Level (N=9,705)	810 (11%)	463 (13%)	1,227 (12%)	374 (11%)	6,831 (53%)
Full-time Military (N=1,193)	45 (01%)	31 (02%)	162 (01%)	32 (01%)	923 (07%)
Statewide Average Placement Rate (84%)	86%	81%	88%	81%	81%

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Table 3

Regional Summary of Placement Rates for Marketing Education Program Completers For 1986-87, Spring 1988 Follow-Up Year.

Vocational Planning Regions	Total Completers Reported	Total Placed	Employed Rel. To Training	Cont. Ed Post secnd Level	Full**Region Time Military	Placement Percentages
1. ESCAMBIA, SANTA ROSA	58	49	21	27	1	84
2. OKALOOSA, WALTON	18	13	7	6	0	72
3. BAY, GULF, FRANKLIN	187	146	93	44	9	78
4. CALHOUN, HOLMES, JACKSON, LIBERTY WASHINGTON	17	17	11	6	15	100
5. GADSDEN, LEON, WAKULLA	47	23	14	6	1	49
6. HAMILTON, JEFFERSON, LAFAYETTE, MADISON, SUWANNEE, TAYLOR	NO COMPLETERS DATA REPORTED BY REGION 6 FOR 1986-87, SPRING 1988.					
7. BAKER, COLUMBIA, DIXIE, GILCHRIST, UNION	40	6	2	2	2	67
8. DUVAL, NASSAU	458	237	179	46	12	53
9. ALACHUA, BRADFORD	3	3	3	0	0	100
10. CLAY, PUTNAM AND ST. JOHNS	73	4	1	2	1	100
11. CITRUS, LEVY, MARION	38	21	19	2	0	55
12. FLAGLER, VOLUSIA	188	152	139	12	1	81
13. SEMINOLE	99	80	43	33	4	89
14. LAKE, SUMTER	108	70	45	23	2	74
15. HERNANDO, PASCO	67	58	30	24	4	95
16. PINELLAS	230	205	72	120	13	92
17. HILLSBOROUGH	412	339	220	107	12	87
18. POLK	118	101	28	72	1	94
19. ORANGE, OSCEOLA	225	163	117	38	9	84
20. BREVARD	121	92	43	47	2	77
21. IND. RIV., ST. LUCIE OKEECHOBEE & MARTIN	95	33	28	5	0	73
22. DESOTO, HARDEE HIGHLANDS	15	13	8	2	3	93
23. MANATEE, SARASOTA	73	49	24	42	0	93
24. CHARLOTEE, COLLIER, GLADES, HENDRY, LEE	185	93	44	26	1	84
25. PALM BEACH	81	53	32	30	1	90
26. BROWARD	404	253	149	97	8	73
27. DADE	735	427	308	115	4	69
28. MONROE	NO COMPLETER DATA REPORTED BY REGION 28 FOR 1986-87, SPRING 1988.					
STATEWIDE TOTALS	4,117	2,719	1,695	934	90	76

** Excludes multiple program completers and secondary program completers from the placement rate Calculation.

Table 4

REGIONAL SUMMARY OF PLACEMENT RATES FOR ALL JOB PREPARATORY PROGRAM COMPLETERS FOR 1986-87, SPRING 1988 FOLLOW-UP YEAR.

Vocational Planning Regions	Total Compltr Reptd	Total Placed	Employ Rel. To . Training	Cont. Ed Post secnd Level	Fullee Time Military	Region Placement Percentages
1. ESCAMBIA, SANTA ROSA	1,791	1,500	929	504	67	90%
2. OLALOOSA, WALTON	611	471	291	148	32	82%
3. BAY, GULF, FRANKLIN	781	534	372	143	19	68%
4. CALHOUN, HOLMES, JACKSON, LIBERTY WASHINGTON	992	717	577	106	34	84%
5. GADSDEN, LEON, WAKULLA	817	658	594	53	11	82%
6. HAMILTON, JEFFERSON, LAFAYETTE, MADISON, SUWANNEE, TAYLOR	671	524	369	129	26	84%
7. BAKER, COLUMBIA, DIXIE, GILCHRIST, UNION	1,061	874	714	134	26	96%
8. DUVAL, NASSAU	2,943	1,788	1,297	414	77	62%
9. ALACHUA, BRADFORD	1,061	808	617	166	25	82%
10. CLAY, PUTNAM AND ST. JOHNS	1,343	914	596	190	128	72%
11. CITRUS, LEVY, MARION	1,693	1,262	804	398	60	84%
12. FLAGLER, VOLUSIA	1,345	1,179	977	181	21	79%
13. SEMINOLE	1,376	1,107	664	401	42	86%
14. LAKE, SUMTER	836	543	389	127	27	72%
15. HERNANDO, PASCO	1,044	759	558	158	43	89%
16. PINELLAS	3,163	2,617	1,443	1,103	71	90%
17. HILLSBOROUGH	3,195	2,362	1,620	623	119	85%
18. POLK	1,677	1,179	566	605	8	87%
19. ORANGE, OSCEOLA	3,028	2,472	1,937	487	48	92%
20. BREVARD	1,200	909	463	426	20	87%
21. IND. RIV., ST. LUCIE OKEECHOBEE & MARTIN	1,875	1,300	961	309	30	79%
22. DESOTO, HARDEE HIGHLANDS	686	534	386	125	23	88%
23. MANATEE, SARASOTA	2,016	1,646	1,195	430	21	91%
24. CHARLOTEE, COLLIER, GLADES, HENDRY, LEE	2,221	1,790	1,421	348	21	90%
25. PALM BEACH	2,198	1,820	1,311	475	34	86%
26. BROWARD	3,886	3,031	2,248	723	40	86%
27. DADE	5,410	3,972	3,113	773	86	85%
28. MONROE	141	125	85	26	14	93%
STATEWIDE TOTALS	49,701	37,395	26,497	9,705	1,193	84%

** Excludes multiple progras completers and secondary progras completers from the placement rate.

Table 5

Compliance Status of Marketing Education Programs 1984-87, Spring 1988 Follow-Up Year.

Educational Program Levels	Total Number Of Programs*	Programs In Compliance No.	Programs In Compliance %	Programs Out of Compliance No.	Programs Out of Compliance %
Secondary	6	5	83	1	17
Post Secondary Area Centers	16	13	81	3	19
Post Secondary Non-Area Centers	10	7	70	3	30
Comm. College/ Vocational	13	13	100	0	0
Comm. College/ Adult Voc	5	3	60	2	40
Statewide Program Totals	50	41	82	9	18

*Total Number of Programs: This is an unduplicated count of Programs within Educational Levels.

Table 6

Compliance Status of All Job Preparatory Vocational Programs 1986-87, Spring 1988 Follow- Up Year.

Educational Program Levels	Total No. Of Programs*	Programs In Compliance No.	%	Programs Out of Compliance No.	%
Secondary	108	93	86	15	14
Post Secondary Area Centers	142	136	96	6	04
Post Secondary Non-Area Centers	98	76	78	22	22
Comm. College/ Vocational	156	142	91	14	09
Comm. College/ Adult Voc	76	72	95	4	05
Statewide Program Totals	580	519	89	61	11

*Total Number of Programs: This is an unduplicated count of Programs within Educational Levels.

Table 7

Ranking of Marketing Education Programs By Placement Rate for 1986-87, Spring 1988 Follow-Up.

* Mark Ed Programs	Completers Reported	Completers Placed	@Pct of Placements
1. Food Distribution	3	3	100
2. Transportation	1	1	100
3. Hotel & Lodging Housekeeping Services	5	5	100
4. Fashion Marketing	1	1	100
5. Parts Marketing	19	18	95
6. Food Service	11	10	91
7. Import/export	9	8	89
8. Marketing & Distribution	1,696	1,137	89
9. Fashion Marketing	435	347	84
10. Finance & Credit Services Marketing	192	163	86
11. Hotel & Lodging PBX Operator	28	23	85
12. Food Services: Marketing	65	54	92
13. Insurance Marketing	160	131	82
14. Hotel & Lodging: Front Office & Cashier	23	19	82
15. Hospitality Mgmt.	31	25	81
16. Warehousing	5	4	80
17. Business Mgmt. & Ownership	39	31	79
18. Marketing Mid-Mgmt.	42	32	76
19. Travel Agency Oper.	232	176	57
20. Checker/Cashier	220	110	50
21. Savings & Loan	11	8	73
22. Hotel/Motel Mgmt.	82	58	71
23. Hotel & Lodging: Audit & Post Oper.	17	12	67
24. Floristry	237	133	57
25. Real Estate Mkt.	553	221	40
Statewide Totals	4,117	2,719	74

*Excludes multiple program completers and secondary program completers from the placement rate calculation.

@Unduplicated count of statewide Marketing Education programs.

Table 8

Compliance Status of all Marketing Education Programs, 1986-87, Spring 1988 Follow-Up Year.

Vocational Planning Regions	Total No. of Programs	Programs In Compliance No.	%	Programs Out of Compliance No.	%
1. Escambia, Santa Rosa	8	7	88	1	12
2. Okaloosa, Walton	3	1	33	2	67
3. Bay, Gulf, Franklin	5	4	80	1	20
4. Calhoun, Holmes, Jackson, Liberty, Washington	4	4	100	-	-
5. Gadsden, Leon, Wakulla	8	5	63	3	37
6. Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor	NO COMPLETER DATA REPORTED IN REGION 6				
7. Baker, Columbia, Dixie, Gilchrist, Union	2	1	50	1	50
8. Duval, Nassau	12	9	75	3	25
9. Alachua, Bradford	1	1	100	-	-
10. Clay, Putnam, St. Johns	1	1	100	-	-
11. Citrus, Levy, Marion	4	2	50	2	50
12. Flagler, Volusia	9	7	78	2	22
13. Seminole	2	2	100	-	-
14. Lake, Sumter	4	1	25	3	75
15. Hernando, Pasco	4	3	75	1	25
16. Pinellas	10	9	90	1	10
17. Hillsborough	9	6	67	3	33
18. Polk	5	5	100	-	-
19. Orange, Osceola	14	12	86	2	14
20. Brevard	5	4	80	1	20
21. Indian River, Martin, St. Lucie, Okeechobee	3	3	100	-	-
22. Desoto, Hardee, Highlands	1	1	100	-	-
23. Manatee, Sarasota	7	7	100	-	-
24. Charlotte, Collier, Glades, Henry, Lee	5	5	100	-	-
25. Palm Beach	5	4	80	1	20
26. Broward	12	10	83	2	17
27. Dade	16	12	75	4	25
28. Monroe	NO COMPLETER DATA REPORTED IN REGION 28				
Statewide Totals	159	126	79	33	21

Table 9

Regional Summary of the Compliance Status of All Job Preparatory Programs, 1986-87, Spring 1988 Follow-up Year.

Vocational Planning Regions	Total No. of Programs	Programs In Compliance No.	%	Programs Out of Compliance No.	%
1. Escambia, Santa Rosa	153	139	91	14	09
2. Okaloosa, Walton	68	55	81	13	19
3. Bay, Gulf, Franklin	69	48	70	21	30
4. Calhoun, Holmes, Jackson, Liberty, Washington	75	68	91	7	09
5. Gadsden, Leon, Wakulla	77	69	90	8	10
6. Hamilton, Jefferson, Lafayette, Madison, Suwannee, Taylor	53	49	92	4	08
7. Baker, Columbia, Dixie, Gilchrist, Union	52	48	92	4	08
8. Duval, Nassau	108	72	67	36	33
9. Alachua, Bradford	75	62	83	13	17
10. Clay, Putnam, St. Johns	79	62	78	17	22
11. Citrus, Levy, Marion	88	74	84	14	16
12. Flagler, Volusia	84	65	77	19	23
13. Seminole	65	64	98	01	02
14. Lake, Sumter	56	35	63	21	37
15. Hernando, Pasco	59	53	90	6	10
16. Pinellas	154	144	94	10	06
17. Hillsborough	145	119	81	27	19
18. Polk	105	85	81	20	19
19. Orange, Osceola	116	108	93	08	07
20. Brevard	59	54	92	5	08
21. Indian River, Martin, St. Lucie, Okeechobee	77	58	75	19	25
22. Desoto, Hardee, Highlands	39	37	95	02	05
23. Manatee, Sarasota	104	100	96	04	04
24. Charlotte, Collier, Glades, Henry, Lee	97	88	91	09	09
25. Palm Beach	101	90	89	11	11
26. Broward	158	141	89	17	11
27. Dade	197	164	83	33	17
28. Monroe	15	11	73	04	27
Statewide Totals	2,528	2,161	85	367	15

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THE SUCCESSFUL SECONDARY MARKETING TEACHER: IMPLICATIONS FOR MARKETING TEACHER EDUCATION

by

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ABSTRACT

The purpose of this study was to develop a profile of the successful secondary marketing teacher based upon perceptions of teaching award recipients in marketing education. A naturalistic inquiry paradigm using the case study approach was the research design selected for the study. Semistructured, open-ended interviews were conducted with 11 teachers who were recipients of the annually presented, state-level teaching award in marketing education in the states of North Carolina and Virginia.

Data collected from the interviews were analyzed according to tenets associated with the constant comparative method. Based on the findings from this study, it can be concluded that the successful secondary marketing teacher: (a) approaches the job with enthusiasm and strives to accomplish more than the minimum job requirements; (b) receives satisfaction from watching students experience success and develop positive self-concepts; (c) is professionally committed and involved; (d) is a very caring, student-centered teacher; (e) is most effective when allowed the freedom to work with minimum supervision; (f) performs teaching and other program duties in a somewhat structured, methodical manner; (g) realizes the success of the marketing education program is dependent on his or her ability to maintain good interpersonal relationships; and (h) receives thorough preparation in both technical content and pedagogy. Implications for marketing teacher education are discussed.

INTRODUCTION

Recently, marketing teacher education has been perceived as not attracting quality students nor producing graduates capable of successful teaching. In a 1983 study, Lynch found that, "no topic elicited more response - mostly negative - than did that associated with teacher education." Marketing education supervisors and teacher educators, as well as business persons, "commented on what they perceived as the inadequacy of teacher preparation and the poor quality of people entering marketing teaching today" (p. 26).

However, marketing education is not alone. Today there is widespread dissatisfaction with all teacher education. Courses in pedagogy are thought to be void of academic rigor and perhaps even unnecessary for future teachers. The students enrolling in teacher education programs are considered to be among the lowest in ability on college campuses. Two recent reports, the Holmes Group's Tomorrow's Teachers (1986) and A Nation Prepared: Teachers for the 21st Century by the Carnegie Forum on Education (1986), have called for improvements in teaching by radically restructuring teacher education in the United States.

And, meanwhile, teachers already in the field are being criticized for their apparent lack of success in teaching. They are being tested and evaluated in efforts to determine who are good teachers and who are not. Yet, good or successful teaching has not been clearly defined. Despite all the debate over teacher quality, some critical questions

persist: What are the characteristics of the outstanding teacher? How do successful teachers act? What are their experiences and beliefs? This study was an attempt to address these questions.

PURPOSE OF THE STUDY

Little is known about the actual experiences, practices, motivations, and abilities of outstanding marketing education teachers. The ultimate objective of this study was to provide information relating to teacher success in marketing education through an inquiry into the perceptions successful secondary marketing teachers hold regarding themselves and their teaching.

A review of literature in marketing education, vocational education, and education in general suggested that there have been five broad areas of research related to teacher effectiveness or success: (a) teacher preparation (Daggett, 1974; Henry, 1973; Isenburg, 1977; Kelly & Kelly, 1982; Swartz, 1974; Wirasasmita, 1983), (b) personal motivations and abilities (Bode, 1972; Cooke, 1978; Grady, 1984; Kelly & Kelly, 1982; Little, 1972; Olson, 1967; Plessman, 1985; Turner, 1974; Tursman, 1981), (c) the teacher-student relationship (Cruickshank, 1986; Kelly & Kelly, 1982; Roberts & Becker, 1976, 1978; Sanders, 1981; Schutz, 1975; Tursman, 1981; Wirasasmita, 1983), (d) professional roles and practices (Bode, 1972; Kelly & Kelly, 1982; Rosenshine, 1986; Rush, 1984; Schutz, 1975; Tursman, 1981; Vredenburg, 1975), and (e) teaching environment (Bode, 1972; Sanders, 1981; Schutz, 1975). Since a

comprehensive profile of the successful teacher in marketing education was to be developed, these areas of research were established as the five core categories of inquiry in the study.

For the purpose of this study, a successful teacher is defined as one who has received a state-level teaching award in marketing education. Although the procedures used to identify the teacher and the specific nature of the award may vary somewhat from state to state, the award recipients share a common experience: through some approved means, they have been identified as models of teacher success. Therefore, the purpose of this study was to develop a profile of the successful secondary marketing teacher based upon perceptions of teaching award recipients in marketing education. More specifically, the following questions guided the research:

1. How do award recipients perceive their teacher preparation?
2. How do award recipients perceive their personal motivations and abilities?
3. How do award recipients perceive their students?
4. How do award recipients perceive their professional roles and practices?
5. How do award recipients perceive their teaching environments?

METHODOLOGY

Research Design

A naturalistic inquiry paradigm using the qualitative case study approach was the research design selected for this study. Case studies are primarily useful in describing an individual's experience and in developing interpretations of that experience. Since this study examined the experience of being a successful marketing teacher, the interpretive form of the case study was employed in order to describe and interpret the perceptions of individuals regarding their professional lives as teachers. Each individual in the study represented one case study, thus the study as a whole utilized a multiple-case design.

Sample Selection Process

Purposeful sampling was used to select the participants for this study. Patton (1980) and Merriam (1988) have suggested the use of purposeful sampling when the intent is to learn and understand something about certain select cases. At the time of the study, the sample consisted of all the past recipients of the annually presented, state-level teaching award in marketing education in the states of North Carolina and Virginia: 4 teachers in North Carolina, recipients from 1983 to 1986, and 7 teachers in Virginia, recipients from 1980 to 1986. These two states were chosen for inclusion in the study because they were geographically accessible and had well-established award programs.

Data Collection

Semistructured, open-ended interviews were conducted with the 11 participants in February and March of 1987. An interview guide, a list of questions to be explored during each interview, was used in order to make sure that the same information was obtained from each participant, as well as to help the researcher best use the limited time available in the interview session. An additional instrument, a teacher profile questionnaire, was used to obtain background and demographic information from each participant. Though it did not enter into the formal analysis of data, this questionnaire provided a general description of the participants for the case report. Each interview session, approximately two hours in length, was held in a quiet setting at the participant's school, typically a private office or conference room. All interviews were audio-tape recorded and transcribed.

Treatment of the Data

Data collected from the interviews were analyzed according to tenets associated with the constant comparative method, a technique for analyzing qualitative data developed by Glaser and Strauss (1967). Constant comparative analysis, an inductive procedure, focuses on identifying themes or categories that can assist in generating theory. The constant comparative method was chosen for this study since it allowed the researcher to suggest many hypotheses about marketing teacher success.

Analysis began with the organization and coding of data from each

case into the five core categories of inquiry: (a) teacher preparation, (b) personal motivations and abilities, (c) students, (d) professional roles and practices, and (e) teaching environment. As cases were compared to each other for strategic similarities and differences, conceptual categories, described by Glaser and Strauss (1967) as concepts indicated by the data, emerged within each core category. These conceptual categories formed the framework for the profile of the successful secondary marketing teacher.

FINDINGS

A background and demographic profile of the participants is presented in Table 1 in order to provide the reader with a general description of the marketing teaching award recipients. To protect the participants' identities, code letters ranging from A to K were randomly assigned to the teachers.

A perceptual profile of the successful secondary marketing teacher, consisting of the five core categories and the conceptual categories that emerged in each through constant comparative analysis, is presented in Table 2. The conceptual categories in each core are ordered according to their dominance in the data with the strongest emerging category presented first. It should also be noted that some overlapping in the research findings was found. A conceptual category, although revealed in one core, may strongly relate to conceptual categories appearing in other areas of the profile.

Table 1
Background and Demographic Profile of the Participants

Teacher	Age	Sex	Marital Status	Undergraduate Major[1]	Approximate GPA (4.0)	Highest Degree Obtained[2]	Type of Preparation[3]	Non-Education Work Experience[4]	
								Before Teaching	While Teaching (Part Time)
A	38	M	S	SE	3.5	D	SC	1,5	
B	31	F	M	ME	3.0	M	ME	1,2	
C	33	F	M	HE	3.25	M	SC	1,3,5	1
D	57	M	M	SE	2.8	M	SC	1,6,7	1,7
E	49	F	M	ME	2.0	B	ME	1,2	
F	40	M	M	ME	2.0	M	ME	1,3,4	9,10,11
G	41	F	M	BE	3.8	M	SC	1,2	
H	45	M	D	MA	2.45	M	SC	1,6	8
I	40	M	M	ME	2.5	M	ME	1,3,4	
J	35	M	M	ME	2.4	M	ME	1,3,4	1
K	58	F	M	BE	2.5	M	SC	1,2,5	2

[1] *Undergraduate Major* codes are: *ME*, Marketing Education; *BE*, Business Education; *SE*, Social Studies Education; *HE*, Home Economics (Fashion Merchandising); *MA*, Marketing

[2] *Highest Degree Obtained* code: *B*, Bachelors; *M*, Masters; *D*, Doctorate

[3] *Type of Preparation* codes are: *ME*, Undergraduate degree in Marketing Education; *SC*, Courses for state certification in Marketing Education

[4] *Non-Education Work Experience* codes are: *1*, Retail Sales/Management; *2*, Secretarial/Office Work; *3*, Skilled Labor; *4*, Farm Labor; *5*, Involvement in Parent-Owned Business; *6*, Military Service; *7*, Entrepreneurship; *8*, Marketing Consultant; *9*, Bartending; *10*, National Guard; *11*, Store Security

(table continues)

Table 1 (continued)
Background and Demographic Profile of the Participants

Teacher	Toatal Years Teaching	Present Position[5]	Current Salary[6]	Involvement in School Activities[7]		Membership in Professional Organizations[8]	Offices Held in Professional Organizations[9]	Membership in Community Organizations[10]
				Paid	Nonpaid			
A	15	SMT	2	4		2,3,4		
B	10	SMT	2	1	10	2,3,4	5,6	9
C	9	SMT	1		8,11	2,3,4	5	
D	20	SMT	3		9	2,3,4	4,6	
E	28	SMT	2	1	7	1,2,3,4	1,2,5,6	1,2,4,10,11
F	19	SMT	3	1	6,13	1,2,3,4	6	5,7,8
G	10	SMT	1	5		2,3,4	2,3,4	
H	12	SGC	3	1,2	5,6,12	1,2,3,4	6	1
I	18	SMT	3	1	6,7	2,3,4	6	6
J	11	VOD	3	1	7	2,3,4	6	3
K	30	VOD	4	3	11	2,3,4	1,4,5	1

[5] *Present Position* codes are: *SGC*, secondary Guidance Counselor; *SMT*, Secondary Marketing Teacher; *VOD*, Vocational Director

[6] *Current Salary* codes are: *1*, $20,000-$25,000; *2*, $26,000-$30,000; *3*, $31,000-$35,000; *4*, $36,000 and above

[7] *School Activities* codes are: *1*, Adult Education; *2*, Coach; *3*, Southern Accreditation Chairperson; *4*, Ticket Manager for Sporting Events; *5*, Vocational Educational Chairperson or Co-Chairperson; *6*, Marketing Education Department Chairperson; *7*, School Store Coordinator; *8*, Chairperson of Cooperative Education Programs; *9*, Chairperson of Inservice Programs; *10*, Coordinator of Club Activities and Fundraising; *11*, Senior Class Sponsor; *12*, Student Council Association Sponsor; *13*, United Fund Chairperson

[8] *Professional Organization* codes are: *1*, National Education Association (NEA); *2*, American Vocational Association (AVA); *3*, Marketing Education Association (MEA); *4*, Distributive Education Clubs of America (DECA)

[9] *Offices Held* codes are: *1*, NEA Local Officer; *2*, AVA State Officer; *3*, NEA National Board; *4*, MEA State President; *5*, MEA State Officer; *6*, DECA District Advisor

[10] *Community Organizations* codes are: *1*, Chamber of Commerce, *2*, Business and Professional Women's Club; *3*, Community Orchestra; *4*, Downtown Merchant's Association; *5*, Elk's Club; *6*, Juvenile Diabetes Foundation; *7*, Masonic Lodge; *8*, Rescue Squad; *9*, Sales and Marketing Association; *10*, Soroptomist International; *11*, Society for the Prevention of Cruelty to Animals

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Table 2

Perceptual Profile of the Successful Secondary Marketing Teacher

Core Categories	Teacher Preparation	Personal Motivations and Abilities	Students	Professional Roles and Practices	Teaching Environment
CONCEPTUAL CATEGORIES	Satisfaction with Marketing Teacher Preparation	Student Success	Thin Line between Teacher and Friend Roles	Broad Perspective of Marketing Education	Positive Environment and Relationships
	Real-World Orientation	Job Satisfaction and Contentment	Improvement of Student Self-Worth	Emphasis on Public Relations and Promotion	Leadership Style of Administrators
	Integration of Technical Content and Pedagogy	Professional Identity and Commitment	Positive Motivation	Active Role in Counseling	Positive Contact with Parents
	Continuous Growth and Improvement	Work-Ethic Philosophy	Old-School Philosophy	Structured, yet Informal Classrooms	Business Community Support and Involvement
	Positive Influence of Teacher Educators	Desire for Recognition and Reward	Basic Education and Life Training	Belief in Educationally Sound Training	Teamwork Approach to Relationships
	Academic Discomfort	Professional and Personal Growth		Professionalism and Dedication	
		Initial Lack of Career Commitment			
		Desire for Independence and Autonomy			
		Planning and Organization			

CONCLUSIONS

Previous research has indicated that effective teachers are dedicated, energetic, and industrious (Bode, 1972; Turner, 1974) and genuinely enjoy teaching (Kelly & Kelly, 1982). This study supports these findings. The successful teacher in marketing education strives to fulfill all the responsibilities of a teacher-coordinator: classroom instruction, coordination, student guidance, program administration and promotion, and the advising of DECA, the vocational student organization for marketing education. This individual approaches this total job with enthusiasm and tends to be quite industrious. He or she views the job of teacher-coordinator as an important responsibility, therefore, is conscientious and works hard to accomplish more than the minimum job requirements.

Not only is the successful marketing teacher interested in doing a good, thorough job of teaching students and performing other facets of the job, he or she is professionally committed and involved. The successful teacher sincerely believes that marketing education is an educationally sound vehicle for preparing students for life and, thus, an integral component of the public school curriculum. This individual makes an effort to improve the field of education, particularly marketing education, by assuming leadership roles in such activities as curriculum development, teacher inservice, and professional organizations. The teacher is interested in self-improvement and tends to develop both professionally and personally through the years by

having the attitude that he or she must continually learn in order to be an effective teacher. Tursman's study (1981) supports this conclusion that the successful teacher continues to grow both personally and professionally.

The successful secondary marketing teacher is a very caring, student-centered teacher. He or she wants to provide students with meaningful learning experiences. This person, however, is concerned with more than students' academic development or preparation for marketing occupations. The successful teacher attempts to provide students with a broad spectrum of skills and knowledge so they are capable of success in not merely the school or workplace, but in life generally. The teacher's primary mission is to provide opportunities in the classroom, on the job, and through DECA for students to experience some success and, thus, develop positive feelings about themselves. The teacher has confidence in students' abilities and, therefore, holds high expectations for students. Because of the teacher's interest and concern for students, this individual is often a friend, counselor, or parent to the student as well as a teacher. Support for these conclusions has come from Tursman (1981) who also found that good teachers are student-centered and focus on building students' self-worth through successful learning experiences. In addition, Cruickshank (1986), through a synthesis of research, has contended that effective teachers share personal attributes such as confidence in students, friendliness, and the holding of high expectations for students.

The successful marketing teacher is most effective when allowed the freedom to work with minimum supervision. This teacher most often has school administrators who are laissez-faire or democratic leaders and, therefore, provide the "hands-off," yet supportive, environment conducive to autonomous and independent work. The successful teacher tends to be creative and innovative, enjoying opportunities to design his or her own curriculum and learning activities. This individual is usually frustrated when barriers such as paperwork and non-teaching duties impede creativity or teaching performance.

The successful teacher in marketing education performs teaching and other program duties in a somewhat structured, methodical manner. This teacher is able to effectively handle the many facets and responsibilities of the job by being an organizer and detailed planner. In the classroom, the teacher prefers some structure such as basic rules and standards regarding student behavior. As a coordinator of students' on-the-job training, visits to training stations tend to be planned in advance and conducted with a definite purpose in mind, as opposed to random or casual visitations. On the other hand, the successful marketing teacher is also flexible and enjoys the variety in the job. He or she avoids being too rigid, especially in the classroom where the tendency is to vary instructional methods and create a relaxed environment in order to help students learn through the most effective means. Previous research (Bode, 1972; Tursman, 1981) has also found that successful teachers are flexible in the classroom and tend to vary

teaching methods.

The successful marketing teacher realizes the success of the marketing education program is dependent on his or her ability to maintain good interpersonal relationships and gain the involvement and support of others. Consequently, this individual enjoys good relationships with school administrators, business persons, and parents by encouraging open communication and securing their participation in a variety of program activities. The successful teacher is constantly aware of the need to maintain a favorable image of marketing education, therefore, takes advantage of opportunities for public relations and program promotion, including DECA projects, coordination visits, and adult education. As a coordinator of students' on-the-job training experiences, the successful teacher conducts visits to training stations on a regular basis, thus tends to form a close working relationship with the business community. These conclusions are supported by Bode (1972) who also found that successful teachers maintain good interpersonal relationships as well as involvement in the community. Further support has come from Vredenburg (1975) who concluded that effective secondary marketing teachers tend to be visible in the business community, using 50 to 75 percent of their planning periods for the coordination of students' on-the-job training.

Previous research (Henry, 1973; Wirasasmita, 1983) has suggested a relationship between the educational experiences of teachers and their teaching effectiveness. This study concludes that certain aspects of

teacher preparation contribute to teaching success in marketing education. The successful marketing teacher receives thorough teacher training via either state teacher certification courses or an undergraduate degree in marketing education. Therefore, this person enters teaching confident and well-equipped to handle the varied tasks of a secondary marketing teacher. His or her preparation is thorough because the teacher training program provides a blend of both technical content and pedagogy. The individual is competent in the subject field of marketing and, additionally, is able to take that content and present it to students in appealing and effective ways through lesson planning and pedagogical skills. The successful marketing teacher is primarily a "hands-on" learner who benefits most from practical, "real-world" learning activities, as opposed to textbook and theory-oriented experiences. He or she, therefore, is best prepared for teaching through coursework emphasizing the application and practice of "real-classroom" tasks and skills. Also, competencies in the content area are most effectively learned by this person through actual on-the-job experience in marketing occupations.

The successful marketing teacher is not necessarily successful academically during college, typically seeing him or herself as performing at an average or even below-average level. This finding is supported by Bode (1972) who found no relationship between college grade point average and future success in teaching. Although the successful teacher is professionally committed, this dedication is often not

present during preservice training or the early years of teaching. Becoming a marketing teacher tends to be a college-major decision or merely a job decision of convenience. This individual is apt to consider other career fields before reaching a high level of commitment to marketing education as a long-term profession. The successful teacher's decision to prepare for teaching in marketing education is often influenced by a marketing teacher educator who also often serves as a role model helping to shape this individual's professional practices and attitudes.

IMPLICATIONS FOR MARKETING TEACHER EDUCATION

1. The profile of the successful secondary marketing teacher produced from this study should be utilized by marketing teacher educators as a portrait of the ideal teacher in marketing education. Accordingly, this profile should be shared with persons currently enrolled in marketing teacher education programs so they may have a clearer understanding of the characteristics of the successful teacher.

2. Marketing teacher educators should try to infuse the "real world" with theory as much as possible. First, the amount of time devoted to field experiences and internships should be examined. Attempts should be made to provide prospective marketing teachers with opportunities for "real classroom" exposure and teaching experiences earlier and more frequently than the typical, single student-teaching period. Secondly, marketing teacher educators are encouraged to examine

their classroom instructional methods to assess whether or not courses are reflecting the "real world" of the secondary marketing teacher. Courses should emphasize the application and practice of knowledge through simulated activities such as teaching demonstrations and role play and not merely rely on the traditional, college-course format of lecture and testing.

3. It is recommended that marketing teacher educators adopt a student-centered approach to preparing secondary marketing teachers. If marketing teacher education follows a systematic approach in which a minimum set of technical competencies are taught and evaluated, student-centered teachers are not likely to be produced. More emphasis should be placed on the teacher-student relationship and on the marketing teacher's role in guidance and counseling. Additionally, activities in the marketing teacher education program should help build prospective teachers' human relations and communication skills, so effective relationships with other persons impacted by marketing education, besides students, can be enhanced.

4. Marketing teacher educators need to be aware of the influence they can have upon prospective marketing teachers. These teacher educators must recognize the need to be effective recruiters. Persons who may be interested in teaching marketing at the secondary-school level may be unaware of career opportunities or methods of teacher preparation in marketing education. Therefore, student recruitment must be a priority. Also, faculty in marketing teacher education programs

should strive to be role models for their students by "modeling" effective teaching behaviors and skills as well as projecting appropriate professional attitudes.

5. In light of the recent trend toward restructuring teacher education programs, efforts should be made to ensure that future marketing teachers continue to receive adequate training in pedagogy as well as in the content area of marketing. Policymakers should re-evaluate any attempts to reduce pedagogical coursework in favor of increased course hours in liberal arts or teaching content areas for future teachers.

6. Policymakers should reconsider the value of entrance requirements mandating a minimum grade point average (above the university or college's required grade point average) for teacher education programs. Potentially outstanding marketing teachers may be excluded from the profession because of such a restriction. In addition, efforts should be made to avoid excluding individuals from marketing teacher education programs based upon the strength of their apparent initial commitment to or interest in teaching. Undergraduate students who are indecisive about career choices or older persons contemplating second careers may enter teaching and later become professionally committed.

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